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ABSTRACT

The tremendous growth of the food service industry has created a need for well-trained employees in the restaurant business. This manual provides material for waiter and waitress training in developing the overall required skills. The course is presented in four major sections: (1) relations-human and customer, (2) sanitation and food handling, (3) preparation and service, and (4) sequence of service and presenting the check. Each section consists of a three-hour session which can be expanded or shortened as required. Overhead masters, handouts, and sketches of needed materials are included at the end of each section. (VA)

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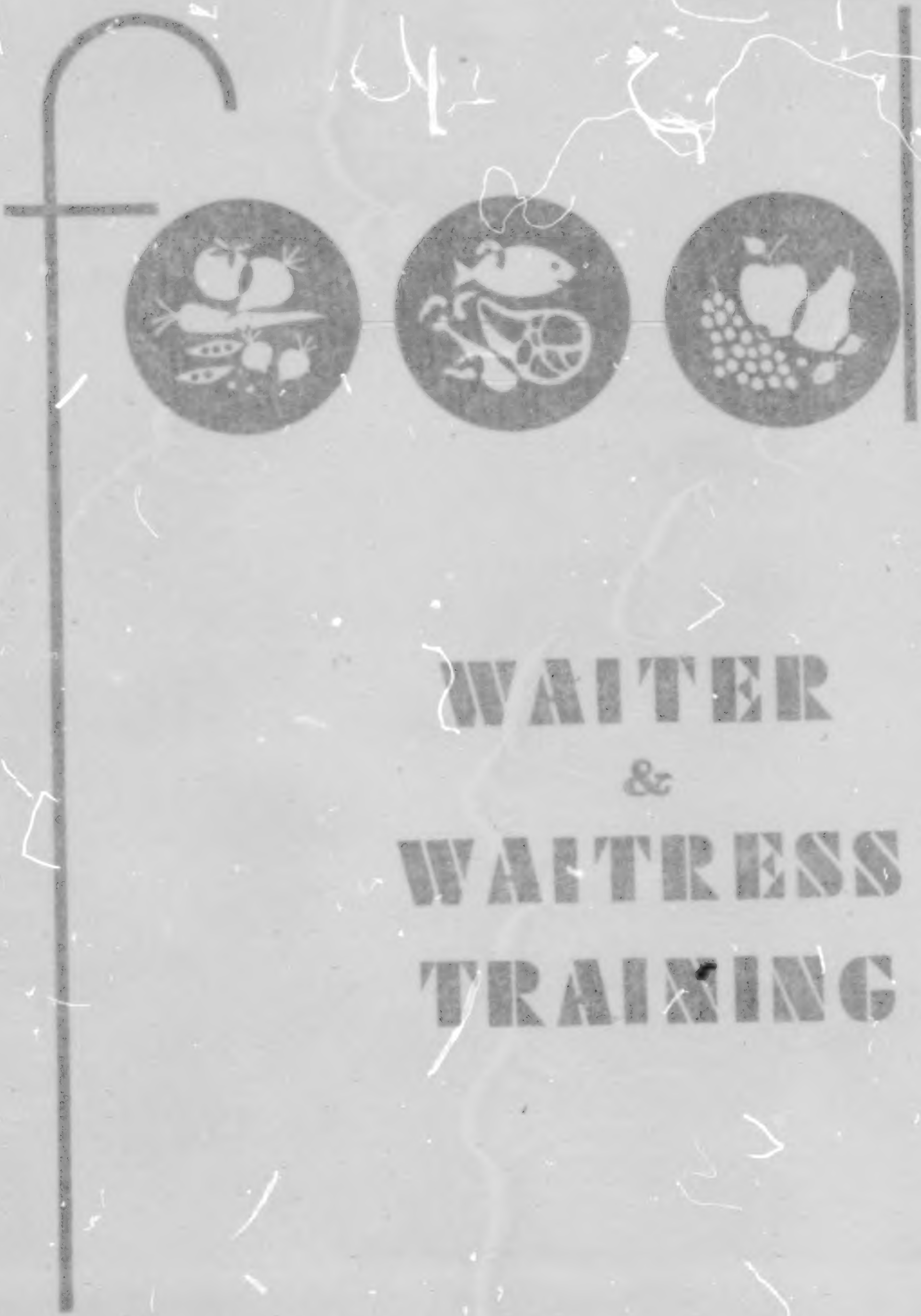

WAITER & WAITRESS TRAINING

CE005259

A TRAINING COURSE

FOR

WAITERS/WAITRESSES

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This manual is developed in sections that are important to the overall development of needed skills. Each section can be expanded or shortened dependi upon the situation. It is very important, before putting on such a course, to find out which methods are used or preferred in the establishment.

At the end of each section will be the overhead masters, handouts, and sketches of needed materials for that section.

The outline is developed for four 3-hour sessions, and the sessions are indicated. But the course is broken into four general topics:

I. Relations -- Human and Customer
II. Sanitation and Food Handling
III. Preparation and Service
IV. Sequence of Service and Presenting the Check

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INTRODUCTION

One of the foremost and one of the largest retail businesses in Ohio is the Food Service Industry.

In Ohio, food service is big business --- the fourth largest to be exact. It's a nine hundred million dollar business, bigger than furniture and appliances, gasoline, or even automobiles.

One-third of all the food eaten in Ohio is served in restaurants of one kind or another. And there are more than 36,000 of them --- all kinds.

Restaurants and other food service businesses is one of Ohio's biggest employers, too. Of all employees working in retail establishments, one in every six is in food service.

And they're *IMPORTANT* people. Anyone responsible for serving one-third of all the food eaten in Ohio every day plays a big part in the health and well-being of the public.

There are jobs to be filled in the restaurant industry --- a 43.8 billion dollar business in the United States last year (1971).

Unlike many businesses, which succeed only in times of prosperity, the restaurant field continues to expand in spite of the ups and downs of business. People always have to eat.

There is always a need for good employees anywhere you go. There will be a need of approximately 250,000 new workers in the restaurant business in the United States over the next ten years.

Rich in Tradition --- It seems historians can trace the beginning of restaurants back to 512 B.C.! These first restaurants were in Egypt; their menu consisted of cereal, wild fowl and onions. Ladies weren't even allowed!

In 153 B.C. the Romans are said to have had "inns", and the "businessman's lunch" dates back to 40 B.C.

It seems as though coffee has been around forever! But it wasn't until 1554 that the first coffee house opened in Constantinople, Paris didn't get coffee until 1668, and England's first coffee house isn't supposed to have opened until 1650 in Oxford!

The primary function of supplying food, shelter, and comfort to persons away from home that caused the first of these coffee houses to open in the 16th Century still remains the primary function of today's industry.

The first real "restaurant" is said to have been in France. It was Monsieur Boulanger's Inn, opened in 1765. Over the door of his restaurant were inscribed these words: "Venite ad me ownes qui stomacho laboratoratis et ego restaurabo vos." Very few of the Parisians who saw this sign could read Latin, but if they could they knew it said, "Come to me, all whose stomachs cry out in anguish and I shall restore you."

Thus in the word *"RESTORE"* we find the roots of our word *"RESTAURANT"*. With these words Monsieur Boulanger started the tradition we know today---that of restaurants attracting fashionable ladies and gentlemen who didn't want to patronize the public tavern where eating ran only a very poor second place to drinking.

Eating out is no longer "only fashionable" for ladies and gentlemen who wouldn't usually patronize the public taverns, but is now a firmly established custom and a daily necessity for millions of ordinary people like us. These changes have brought about a greatly increased number of eating places --- and different types of food operations.

In the 20's the development of the automobile began to make significant changes in our way of life, and again our restaurant industry went through a period of expansion with the drive-in, the country restaurant, and the soft drink stand coming into prominence.

World War II put a demand on the work force --- and it also added a big "push" to the dining out trend. The sales volume of eating and drinking places increased by 171% from 1939 to 1945. This increase is continuing with more leisure time and higher income per capita, per family in America.

An interesting sidelight of the history of the food service business has to do with the way the word "*TIP*" came into being. Of course, "tips" are very close to all our hearts! It seems that "*T*" - "*I*" - "*P*" stands for "*To Insure Promptness*". Thus the tip is *INSURANCE*, and people don't pay for insurance they don't get! *T - I - P* *TO INSURE PROMPTNESS* !!!

"THE SIGN OF THE PENNY"

In an ancient Babylonian tavern, a weary traveler entered seeking rest, relaxation, and refreshment. After considerable trouble, our weary traveler managed to secure a seat at one of the common tables. In fact to do this, he had to physically toss the previous occupant of the seat into the always standing crowd near the common drinking barrel. (Bar, to you non-historians.)

Business in those days, being extremely good, due to importance and elegance of the religious ceremonies offered at the big Temple across the courtyard, our traveler now faced another problem. How to attract the attention of one of the many scurrying serving maids who were busily carrying planks of meat, pots of drinks or bowls of broth to a hundred bellowing customers.

Of course, he could get up and go to the fireplace or out into the back court (kitchen) and secure his own food, and then fight his way up to the bar, juggling his plank of meat and bowl of broth. If this venture was successful, it was back across that swarming mass in the common room to his seat.

When he reached his seat, odds were that it would be filled with yet another customer. If occupied by an individual of superior rank or physically larger than our traveler, then he must hunt for another seat. If occupied by a manageable individual, our hero must still put his food and drink down while he occupied his hands with seat finding details. Even if successful in securing a seat, success could still be denied as some unscrupulous individual could have purloined our friend's food and beverage while he was engaged in seat finding.

To solve his problem, our traveler did an outstanding simple thing. He removed from his pocket (wallet to be correct) the simplest coin of realm and placed it on the table. There it lay in full view, winking up for all to see.

Very soon, this performance, which caused considerable pointing, whispering and gesturing by other table occupants, attracted the attention of one scurrying tavern maid. Soon the question came forth from our over-curious and, I suspect, slightly greedy maid, "What's that for?" You see, the display of money on the table in those days was not a common occurrence, since hard money was scarce and people did not advertise their wealth for fear of robbery. Most tavern bills were paid directly to the innkeeper and was usually accompanied by a good deal of trading and barter. Cash to employees was not passed out with a lavish hand. (In fact, the average employee got bread, board, and whack on the back for their yearly effort.) Coins (hard money) were just not their lot. No wonder a coin on the table caused a near riot, especially since it probably represented the cost of an average meal for a customer.

Now our traveler went into his act, spurred on by his aching feet and empty stomach. "Honey," he said, "if you hurry over and bring me a plate of that cooked duck and pint of wine, this coin is yours."

With surprise in her eyes, the first restaurant capitalist was born. Speedily, our traveler's waiting girl sped to the pot and pit, gathering the required items; back to the table, through, over and under the other customers crowding the inn's floor to her benefactor. Quickly she set the items before the traveler and then with a shyness born of experience stepped back, half expecting the customary wave off.

Instead, glory to Marduk, her Babylonian God, this strange man handed her the small coin which he had placed on the table. Thus was born the first gratuity (TIPS to you).

But the age of miracles was not yet done. Smiling, our traveler, who was beaming, pleased with the speed of the girl's work, added yet another coin of greater value to his first gift. With a pleasing pat, our traveler then showed the astonished serving girl on her way. By the by; when he waved for more service she was there like a rocket --- the first John Glenn.

Needless to relate, the looks, the stories, the inspections of the coins that went on amongst the employees of that tavern. Truly this strange man must be of the gods, for to so treat the working people of a tavern (slaves for the most part) so magnificently was unheard of in those crude days.

But all the wonder and amazement was not amongst the tavern staff. Other customers observing the reactions of the staff to the gift quickly followed suit. And so grew up "The Sign of the Penny". A man desiring quick service placed a small coin in front of him as he seated himself at the eating table. This became known as "insurance money" or "*TIPS*" (To Insure Prompt Service).

If you were pleased with the service and attention you received, another gift of larger value was in order when you left.

So grew the tradition of tipping throughout the ages. But as ages passed from our first tavern story, all did not go as smoothly as with this first time.

Many a guest, placing his coin on the table, found that everything was not to his liking. Not all the serving maids and men of all the ages were as sharp as our little maid of Babylon. Many were slow, indifferent, unpleasant or pure grouchy. And so were produced some dissatisfied customers, not far removed in behavior from some we have today.

So man refined his procedures of "tipping". By this time, the smallest coin of realm was the farthing in our English history. (All countries at this time had a small coin.) As our English (Scottish and Irish) ancestors entered their taverns or coffee houses, they would place a farthing on the table (insurance money).

If service was good, our English cousin would add to this coinage what value he placed on the service received. If very poor or unsatisfactory service was given, then he would leave only the farthing. From this came the common expression of that day, George Washington included, "He or she is not worth a farthing." The farthing thus represented poor service, or minimum insurance for any service.

The tradition grew and became the symbol of service for all eating places. Everyone received the "farthing", the lowest coin in realm. Any additional coins were a special gift, designed to show the special pleasure of guests.

So the sign of the farthing became part of our early English history. As money became more free, the farthing disappeared and the penny took its place.

In early America, meals cost about a quarter (25¢ or one shilling). To this was added a penny and a tuppence if the service was good (about a nickel or 20%).

If the service was fair, a tuppence was left. Some of you will remember an old song, "I Got Tuppence To Spend", that went along with this era.

If service was poor, all that was left was the insurance money, a penny. The penny was always left because the number of taverns in any one town was small, and the odds were a customer had to come back to this one sometime. Without the penny, a customer probably would have been completely forgotten on his next visit.

But the penny served as a reminder to the serving maid that all was not well. It always said, "Do better the next time." Also it notified the innkeeper that all was not well, for he could see that was left and didn't have to ask the customer for comments on his house's service.

So it is today and will remain throughout history; "The Sign of the Penny" is the sign of service.

"SIGN OF THE PENNY"

LEAVES ONLY A PENNY --	Poor service or at least unsatisfactory service.
NORMAL GRATUITY ------	Fair, but you can do better I am sure.
SPECIAL GRATUITY -----	Real good service and attention, a large tip (more than 10 per cent) plus a PENNY.

Now you have been told the story behind "The Sign of the Penny". If your next guest leaves you a penny, you know what it means. Make sure your tips in the future are in the special gratuity class, not just an insurance penny.

SECTION
I

Outline of the Material to be Taught	Suggestions for Teaching Material
INTRODUCTION OF:	
A. INSTRUCTOR	
B. MEMBERS OF THE CLASS	List number of years of experience and total.
1. Their experience, years in the food service industry.	You may never have considered your experience in the light of its value in meetings of this type. Here we have the advantage of ____ years of pooled experience as against 5 or 10 years of each individual member.
2. Tent card -- used as a name card. Have the participants legibly print the name they wish to be called and the business in which they are associated on both sides of the card, then fold it in half.	
C. COURSE CONTENT	Brief overview of the course.
Welcome to the 4th largest industry in the world!!!	Experts predict the foodservice industry will grow from $43.8 billion in sales in 1971 to $81.2 billion in 1980.
It employs over 3,000,000.	
250,000 people will be needed each year for the next 10 years in order to fill employment positions in the restaurant industry.	
PURPOSE	Ask: What do you feel is the purpose of this course?
A. To develop a sense of pride in one's occupation.	Draw from the group.
B. To develop an active interest in one's job.	List on chalkboard or overhead for discussion.
C. To develop proper attitudes.	
D. To indicate the importance of being a sales host/hostess.	
E. To make one aware of the impor-	

Outline of the Material to be Taught	Suggestions for Teaching Material
tance of providing sanitary conditions.	
F. To develop those skills necessary for development of efficient and effective sales hosts/hostesses.	
OBJECTIVES	The knowledge -- or facts -- which the class will be exposed to.
A. To promote professionalism.	Ask: What information do you expect or want to get from this course?
B. To promote the value of good salesmanship techniques.	Draw from the group and list.
C. To promote the value of good customer relations.	This will be helpful for the instructor to know what topics are of greatest interest, thus spending more time on these areas and less on others.
D. To promote the value of good appearance.	
E. To promote the importance of proper sanitation methods.	
F. To promote the accepted procedures and skills.	
G. To promote self-improvement.	

Outline of the Material to be Taught	Suggestions for Teaching Material
ON BECOMING AS MUCH AS YOU CAN BE...A "PRO"	
A. A Pro. A person who not only is competent, but is fully aware of the reasons for his competence. When something goes wrong in practicing his skill, he knows why it went wrong and he can self-correct. At every moment he is what we call *conscious competent.*	Ask: What is a professional? Group discussion. List a few key words on the board or flip chart.
B. Improvement. Psychologists tell us that almost all people want to be better people. They say that what ever it is that we're doing in life, our aim is to do it better if we can. Because something deep within tells us that when we stop getting better, we stop being good.	Ask: Do we have the desire to improve, to become better? Man has the inherent need to improve... to become as much as he can be. Few of us are totally competent all of the time and in all that we do. One of the objectives of this course is to help us be consciously competent, more of the time, when we're selling and dealing with people. And we in the food service industry are selling.
C. This Is The Start Of A Profession. 1. You The Professional 2. Your Looks 3 Your Movements 4. Your Knowledge	Ask: What does it take to be a professional in food service? List---and use the ones listed on the left to create or continue the discussion. Know at least one thing well (your job), and know it better than anyone else.
D. The Human Mind Has The Capacity!!	I am daring you to know at least one thing well. What is it? Make your decision and then determine to know that one thing well, better than anyone else. In doing this you will have to think. No one is going to get far these days unless he thinks for himself. This is going to take time and hard work, but the joy you will discover

Outline of the Material to be Taught	Suggestions for Teaching Material
	in knowing one thing well will more than repay you.
"But I want the job!"	"A Parable For Our Times" It came to pass that a great prophet once addressed a herd of donkeys. "What would a donkey require for a three-day journey?" They answereth, "Six bundles of hay and three bags of dates." "That soundeth like a fair price, but I can only afford one of you. Who will go for less than the six bundles of hay and three bags of dates?" All stood forth. One agreed on the same amount of hay but fewer dates. The second agreed to a little less hay but fewer dates. The third, however, had exceptionally long ears, so he agreed to go for only one bundle of hay and no dates. "Thou art an ass and a disgrace to the herd," replied the prophet. "Thou should knowest that one cannot journey for three days on a single bundle of hay and profit thereby." "Thou speakest truthfully," agreed the sad-eyed donkey, "But I want the job!" From Canadian Electrical Distributors Association, July/August, 1971.
	Relate this to the "Pro" and the development of proper attitudes.
	"I am a great believer of luck, and I find the harder I work the more I have of it."
DEVELOPING GOOD ATTITUDES!!!	
A. Your Attitude	Your attitude is your most important personal trait.
1. Positive attitudes Lead to greater opportunity and promotion.	Attitude -- mental position or stand one has in regard to a subject. The way you look at things.

Outline of the Material to be Taught	Suggestions for Teaching Material
	Look for the good things. It will be easier for you to like others and for them to like you.
2. Negative attitude Narrows your scope Passed over when promotions or raises are considered.	Don't permit others with a negative attitude to trap you.
3. Perceive -- Bad qualities only?? Good qualities??	You develop attitudes about your job, your supervisor, restaurant, co-workers, salary, food you serve, and the customer. The KEY to success -- Have the right or proper attitude. Discuss the importance of having proper attitude. INSERT #1. Use as an overhead or handout. Read; discuss the characteristics of attitude.
B. Positive Attitude	
1. When you are positive, you are energetic, highly motivated, productive, and alert. Thinking about negative factors seems to drain our energy. A positive attitude seems to open the gate for our inner enthusiasm; a negative attitude seems to close the gate. Every healthy person can have enthusiasm; it's a matter of releasing it.	
2. Your *future*, to a large extent, depends on what people think of you. The impression they have of you is important. If you think negatively, you will unconsciously transmit this feeling to others. They will pick it up, and it will change their impression of you.	

Outline of the Material to be Taught	Suggestions for Teaching Material
3. A negative person curtails the productivity of others. If you are negative, it is more difficult for others to work next to you. Management will notice this, and it will have an influence on the impression they have of you.	
4. People like you when you are positive. They like to be around you. You are fun. They respond to you. When you are negative, people prefer to stay clear of you. A negative person may build good relationships with a few other people, but they cannot build good relationships with everyone.	
5. Attitudes are contagious---both negative and positive attitudes are transmitted on the job. They are caught or picked up by others. A persistently negative attitude, like the rotten apple in the barrel, can spoil the positive attitudes of others. It is never easy to work next to a person with a negative attitude.	
6. Management will always be interested in the influence you have on your fellow workers. Management constantly reads your attitude, even though you may feel you are successful in covering it up. They can tell by your approach to your job, your reaction to directives, the way you walk, your facial expressions, and especially your relations with others, including customers.	
REASONS FOR TRAINING	Ask: Why do we need or have training? Listed are a few. List and discuss.
A. Prestige	

Outline of the Material to be Taught	Suggestions for Teaching Material
B. Efficiency	*Everyone who goes where he is*
C. Increase tips	
D. Makes your job easier	*Had to begin where he was ! !*
E. Return customers	
F. Solve problems	
G. Job satisfaction	
H. Personality improvement	
I. Confidence builder and/or creator	
J. Personal improvement	Refer to the "Pro".
WHY CUSTOMERS EAT OUT	Ask: Why?
A. Atmosphere	List and discuss.
B. Fast service	
C. Adventure	Our customer is hungry!!
D. Prestige	
E. Entertainment	He can come to us, or look in the refrigerator.
F. Relaxation	
G. Service	
	He comes to us because he wants to be waited on---to give him attention.
	Attention---Our food and service.
WHAT THE CUSTOMER DEMANDS!	Ask: What does the customer demand from a restaurant?
A. A meal to remember.	List on flip chart.
B. Clean and pleasant surroundings.	
C. Cheerful, efficient, quality service.	
D. Immaculate table settings.	After discussion, turn to next page on the flip chart and have as heading, "What The Customer Demands From A Restaurant." And have listed on the chart ahead of time the list on the left.
E. A coordinated atmosphere.	
FIRST IMPRESSIONS	
A. The Individual.	Use a fairly large picture of an individual, put it on the board or flannel board. Pause...Ask individuals in the class for comments on what they first thought about the person in the picture. Ask each person in the class for their thoughts. You will find a variety of comments.

Outline of the Material to be Taught	Suggestions for Teaching Material
	Think --- what your first impression of the instructor was, and now that the course has been underway. Has your impression changed?
	Think of an individual you judged on first impression?
B. Customer's first contact with the person who is to wait on him.	As a waitress -- aren't you judged by first impressions?
	How important are they?
	Many times that's the only chance you have; that's why your first impression is so important.
Remember: Be Courteous ! Be Efficient ! Be Friendly ! Be Interested In Your Guests ! *Pays Big Dividends* !	The whole restaurant and operations are judged on the first impression you create. When it's a matter of "where to eat", customers are like elephants --- they never forget.
SMILE if it kills you - and it won't. What could be kinder?	INSERT #2 and #3. Use as overhead.
	Read poem below to the group.

THE VALUE OF A SMILE

It costs nothing, yet creates much.

It enriches those who receive, without impoverishing those who give.

It happens in a flash and the memory of it sometimes lasts forever.

No one is so rich he can get along without it, and no one is so poor
but that he is richer for its benefits.

It creates happiness in the home, fosters goodwill in business and is
the countersign of friends.

It is rest to the weary, daylight to the discouraged, sunshine to the sad,
and nature's antidote for trouble.

And if in the hurry and rush of the day, you meet someone who is too
weary to give you a smile --- leave one of yours.

For no one needs a smile so much as those who have none left to give.

Outline of the Material to be Taught	Suggestions for Teaching Material
TEAMWORK	
A. Waitress -- Sales Hostess Key person - the saleswoman. You can do more to sell a restaurant than expensive advertising, delicious food, delightful atmosphere.	
B. Your Performance 1. Personal appearance. 2. The way you present yourself to your guests. 3. Attitude. 4. Salesmanship. 5. Ability to work as part of a team.	Ask: What is involved in your performance? INSERT #4. Use as an overhead. **How Am I Being Judged?**
C. Satisfaction -- The Ultimate Goal: Customer satisfaction.	This goal is reached by providing the right combination of - Service - Good food - Cleanliness - TEAMWORK When one is missing, the picture is incomplete; the customer does not leave feeling satisfied. Use flannel presentation---in the shape of a smile---in four parts (Refer to INSERT #5). As you talk about the ultimate goal of satisfaction, place them up one at a time. Then take one down at a time to illustrate that when one is missing the satisfaction is disrupted. INSERT #6. Use as an overhead. A Story Without Words. Ask members of the class for the meaning of the overhead. Stress working together and relate to total satisfaction.

Outline of the Material to be Taught	Suggestions for Teaching Material
D. You and Your Fellow Workers 1. Work with the Hostess! a. Hostess is the first person customers come in contact with. b. Hostess is really a public relations person. c. Hostess is on the job to make your job easier. 2. Cooperate with kitchen employees! a. Be courteous. b. Be considerate. c. Speak politely. d. Be cooperative. 3. Help bus boys and girls! a. Be courteous. b. Be considerate. c. Know what their duties are. d. Request bus personnel to do things *not* in their line of duty only in extreme emergencies. 4. Assist new employees! a. Make them feel at home. b. Help them to get the right start by cooperating with management. c. Answer new employees' questions intelligently. d. Be friendly, smile, call them by name. e. Demonstrate a desire to be helpful at all times. f. Remember how you felt when you were new on the job.	*Courtesy is Contagious --- Try It!*
THE CUSTOMER	
A. Most Important Person in our business ---life blood.	What is a customer? Animal? Nice guy?
B. He is not dependent upon us; we depend upon him.	Heart of our business; he is king.
C. He is not an interruption of our	Stress the Importance of! Stress the Treatment of!

Outline of the Material to be Taught	Suggestions for Teaching Material
work. He is the purpose of it.	INSERT #7. Use as a handout. The 10 Commandments of Business.
D. He does us an honor when he calls; we are not doing him a favor by serving him.	
E. He is part of our business, not an outsider. He is our guest.	
F. He is a human being with feelings and emotions like our own.	INSERT #8. Use as an overhead. Everyone is Different.
G. He is not someone with whom to argue or match wits.	
H. He deserves the most courteous and attentive treatment we can give him.	Ask members of the class to describe the importance of our customer.
I. Treat each customer as an individual.	Above all, he is an individual and you *must* treat him as such. Each situation is different. INSERT #9. Use as a handout. Your Customer. Ask: Why are people different? Refer to handout. Discuss.
COURTESY	Ask: What is courtesy to you?
Treat all guests with equal courtesy. Be patient with the difficult ones, grateful for the thoughtful ones. Smile.	INSERT #10. Use as a handout. Courtesy is my name. Read this handout to the class before you distribute it.
A. Courtesy Might Be:	
1. Seeing needs -- what and when. 2. Never ignoring any signal from any customer anyplace in the restaurant.	If someone from somebody else's station signals you, go over and see what he wants. If you can't get it quickly and are too hard pressed to do anything about it, tell the girl whose table it is, or tell the hostess or host; they can take care of whatever is needed. Customers don't understand station assignments, but they know they need something.

Outline of the Material to be Taught	Suggestions for Teaching Material
3. Accidents	Try hard to avoid embarrassing them. If it is a spill, *don't* run to the table first and tell them that everything will be all right in just a minute or so. First obtain a cloth or napkin, and go to the table and clean up the spill as calmly as possible. Then replace any loss of food or beverage with an enthusiastic smile. In the event that the accident is serious, call the manager at once.
4. When a customer has to ask for anything, you have *goofed!!* If the shoe fits, wear it, but not proudly!	INSERT #11. Use as a handout. Let's Look In A Mirror.
B. How to Win Friends While Influencing Customers.	Use diplomatic skills, help avoid mistakes.
1. Become genuinely interested in other people.	Take pride in winning customer friendship.
2. Smile.	Converting a critic to a friend is a job well done.
3. Remember that a man's name is the sweetest, most important sound in any language.	Pleasant customer dealings make your own job more pleasant.
4. Be a good listener.	
5. Talk in terms of what interests him.	If it is food, service, atmosphere, prestige, adventure, or some other quality of your restaurant; talk about these things.
6. Make the other person feel important, and do it sincerely.	The most difficult jobs in the world are those that deal with people. Make a game of it. Make a firm vow to go through your eight hours each day refusing to let anyone's lack of courtesy get you down.
C. Smile.	It takes 64 muscles to frown, 13 to smile --- think of the savings you make on muscular strain.
D. The Way I Stand.	Tells the customer a lot about what you're thinking.

Outline of the Material to be Taught	Suggestions for Teaching Material
1. Slouch by standing stooped over.	Looks like you're saying, "Gosh, I sure wish you hadn't come in; I'm way too tired to serve you."
2. Erect.	Is like saying, "Gee, I'm glad you stopped in! I'm anxious to serve you!"
E. Favoritism, Kidding Around, Horseplay, Using Profanity.	On your face is written what a customer thinks you think of him. All of these can cause serious problems for you no matter how innocent your intentions are.
F. Group Conversations.	Among sales hostesses, this gives the customer the feeling that the girls are talking about him. Customers do not like to see group gatherings of sales hostesses.
G. Answering Questions.	You can't afford to appear too busy for questions. You must appear ready and willing to answer their questions.
1. Be friendly with all but familiar with none.	
2. Don't neglect small requests.	Discuss questions that customers ask. How would you answer the customer who asks where the restrooms are when he is sitting next to them? Sarcastically? Smile.
3. Ask no questions while customer has his mouth full of food.	
4. Don't quarrel with fellow employees.	
H. How Do Customers Judge Your Restaurant?	Ask: How do customers judge your restaurant? List and discuss.
1. Appearance. a. Outside. b. Inside. c. Personnel	
2. Food. a. Quality. b. Quantity.	
3. Cleanliness, sanitary conditions.	
4. Service.	
PERSONALITY	An individual, a single human being, or a particular person, is the most

Outline of the Material to be Taught	Suggestions for Teaching Material
	important person on earth as far as he individually is concerned. How do we become individuals? By the sum total of our traits, characteristics, habits, beliefs, interests, experiences, strengths, weaknesses, good qualities, and shortcomings. Such facets of an individual are developed through job interests, background, health, education, integrity, emotions, hobbies, temperament, home life, ambition, financial status, and experiences.
	A person is motivated by these traits and characteristics. They have a direct bearing upon him---how he works, how he feels about his job, and how he gets along with other people. The better a person knows and understands himself, the better he will be able to work with other people.
What makes a person an individual?	Draw from the group from what you have just said. Place on the board.
	INSERT #12. Use as a handout. Read with the group.
A. Factors That Make Personality	
1. Appearance	People *do* form their opinions from what they see.
a. Clothes. (1) Modest or bold. (2) Slovenly or neat. (3) Up-to-date or old-fashioned. (4) Conservative or flashy.	
b. Posture.	Ask: What does good posture indicate? - Confidence - Alertness
(1) Stand erect. (2) Hold head up. (3) Keep shoulders back.	People do not have so much confidence in the man who bends over as they have in the man who stands up.
c. Facial expression. (1) Friendly countenance. (2) Alert.	It is not difficult to tell when you are feeling grouchy; it would be strange if you did not look the way you feel.

Outline of the Material to be Taught	Suggestions for Teaching Material
(3) Interested. (4) Happy. (5) Courage, faith, hope. (6) Sense of humor. (7) Confidence.	Ask: What do facial expressions often reveal? - Thoughts. - Character. - Emotions.
2. Manners - Your manners are you. a. Genuine consideration of others. (1) Their rights and privileges. (2) Their likes and dislikes.	Ask: What should personal manner express? - Confidence. - Interest in customer. - Desire to serve customer. - Intelligence.
b. Telephone courtesy.	Emphasize these "don'ts". - Don't let irritability creep into your voice. - Don't speak in a bored monotone. Your manner can impress people whom you do not see.
c. Kindness towards others.	
d. Use restraint. (1) Check impulse to whistle or stretch. (2) Control acts that distract others. (3) Maintain muscular and nervous control. (4) Observe formality on all occasions.	
3. Conversation a. Know the facts. b. Control your speech. c. Do not talk about things that do not concern you. d. Do not talk too much about things that concern only you.	Emphasize these "don'ts". - Don't be too eager to impress the other person. - Don't think too much about yourself. - Don't be absent-minded. You may blurt out what is in the back of your mind.
B. Personal Qualities That Make For Smooth Relations With Other People.	
1. Dependability	

Outline of the Material to be Taught	Suggestions for Teaching Material
2. Reliability	
a. Have confidence in yourself. b. Convey assurance. c. Have proper tone in your voice. d. Have accurate movements.	
3. Intelligence	
a. Be thoroughly familiar with your work.	Suggest that being familiar with your work leads people to think of you as being capable.
b. Know precisely what you are doing.	
4. Helpfulness	
a. Be sincere.	
b. Have a deep desire to help.	
C. How Personality Can Be Acquired	Ask: "Is personality static?" (Static in this sense meaning passive.)
1. Through adjustment	
a. Form effective habits.	"Education is not terminal, it is a journey."
b. Break ineffective habits.	
c. Discard destructive habits.	"I am a part of every man I meet." -- Emerson
2. Through practicing right habits	Stress importance of directed energy.
a. Form new habits---do not just break old ones.	
b. Be unselfish.	
c. Have an urgent desire to serve.	
d. Increase your interest.	
e. Develop skills. (1) Fit your skills to your life work. (2) Learn both work and play skills.	

Outline of the Material to be Taught	Suggestions for Teaching Material
(a) Makes conversation with strangers easy. (b) Aids adjustment to unusual and difficult situations. (c) Develops poise. (d) Stimulates new friendships. (3) Makes you interesting.	
f. Select activities wisely.	Stress importance of working and playing with groups. - Expands our lives. - Supplies rejuvenating incentives.
g. Refrain from criticism.	
h. Avoid pretense and self-promotion.	
i. Avoid being alone too much.	"The same door that shuts people out of your life -- shuts you in."
3. Through recognizing basic motivations	
a. Security, fear.	
b. New experience, boredom.	
c. Recognition, inferiority.	
d. Response from people, loneliness.	
e. Need of balance.	
4. Through living for the welfare and happiness of others	
a. Brings insurance against boredom.	
b. Insures lasting and increasing happiness.	
5. Through adjusting to life as you find it	

Outline of the Material to be Taught	Suggestions for Teaching Material
D. Enemies of Personality	
1. Mental and physical laziness	
2. Fear of being different	
3. Worry, which is lack of faith in a Higher Power	
4. Confused thinking	
5. Poverty of mind	
6. Poverty of speech	"For good or ill your conversation is your advertisement." - Bruce Barton
E. Characteristics of an Adjusted Personality	Ask: What are the characteristics or traits of a good personality? List and discuss.
1. Happiness, the thermometer of mental health	
2. Self-honesty a. See things as they are. b. Know what is true.	
3. Emotional control a. Correct external situations. b. Increase ability to deal with life situations. c. Know correct meaning.	
4. Ability to face situations squarely	
5. Keeping busy a. Have valuable activities. b. Work off emotion.	
6. Sense of humor a. Laugh b. Wisecrack cautiously. c. Have companions.	
F. Traits Needed To Develop A Well-Balanced Personality	
1. Develop an awareness of your world.	

Outline of the Material to be Taught	Suggestions for Teaching Material
2. Learn both work and play skills.	
3. Forget yourself.	
4. Have good health.	
5. Know how to spend your energy.	
6. Discipline your thinking. a. Dismiss destructive thoughts. b. Censor all thoughts. c. Stop petty criticism.	Conditions that cause petty criticism: - Worry. - Fear. - Anger. - Doubt. - Discouragement.
7. Expand your interests.	
8. Broaden your sympathies.	
9. Extend your knowledge.	
10. Have pleasing personal habits. a. Be neat in dress. b. Be well-groomed. c. Have a ready sincere smile. d. Exert yourself.	
11. Have faith in people.	
12. Have zest for living. a. Be enthusiastic. b. Show appreciation. c. Be courteous.	Point out that enthusiasm is contagious.
13. Use effective speech.	
14. Plan your thinking. a. Will power. b. Faith to believe. c. Courage to do.	
15. Cultivate the ability to laugh.	
C. Participation In Group Activities - Not Isolation Of Self	"A person wrapped up in himself makes a mighty small package." - Fosdick
1. What participation is	

Outline of the Material to be Taught	Suggestions for Teaching Material
a. Assuming individual responsibility in a work group.	
b. Assuming individual responsibility in a family group.	
c. Assuming civic responsibilities.	
d. Being active in the church of your choice.	
e. Taking part in trade organizations.	
f. Voting regularly, serving on jury when requested.	
2. What individual participation in a group demonstrates	
a. Friendliness.	
b. Courtesy.	
c. Cooperation.	
d. Being well-known.	
e. Citizenship.	
f. Usefulness.	
g. Happiness.	
PLAN FOR PERSONALITY IMPROVEMENT	Ask: Can personality be developed? If so, how? Discuss.
A. The How To	It is generally recognized that personality can be developed. This means that every person can *set a goal* for himself---namely, the development of a pleasing personality---and work toward the achievement of his objective. It will take time and concentration, but the reward in terms of personal happiness and the good will of others will be even greater than the effort expended.

Outline of the Material to be Taught	Suggestions for Teaching Material
The following plan is suggested to assist those who desire to improve and who wish to get a larger measure of personal satisfaction from their work and their contacts with people.	
1. Think personality -- Be personable.	First, identify the traits, attitudes, and other factors that make up personality---ie., cheerfulness, honesty, sincerity, and so on. Then, determine the way in which each is expressed. Next, make a *conscious and definite effort* to bring these personality characteristics into play whenever and wherever possible---at home, on the way to and from work, in the store, and in social groups. INSERT #13. Use as an overhead. Awareness.
2. Accentuate the positive -- Eliminate the negative.	Concentrate on the plus side of the personality balance sheet. Build up the asset score. Think positively. Act positively. In so doing, there will be less likelihood for the negative traits to come out.
3. Reach out -- Not in.	Think of the other person; put yourself in his shoes. Give more attention to the other person ---less to yourself. Take up a hobby if you don't already have one. Remember that everyone else has plenty of problems these days, too.
4. More give -- Less get.	It's service to others that really counts. "He profits more who serves best." Question yourself -- "What will it mean to the other fellow?" and not, "What will I get out of it?" Don't consider today only in selling, but tomorrow, the day after, and so on.
5. Make personality a habit.	Start today -- Think personality!

Outline of the Material to be Taught	Suggestions for Teaching Material
	Concentrate on the plus side. Do the same tomorrow, and the next day, and the next. Each will be easier than the last. Don't let exceptions or mistakes occur.
6. How am I doing?	Check daily on the plus and negative scores. "Where did I miss an opportunity to improve?" Ben Franklin carried a notebook and worked on one trait at a time. Set up goals for yourself. Select a book or two to read in the field of personality. *Personality can be improved if we make the effort: The time to begin is now!!*
B. Proven Personality Polishers	
1. Positive habit.	Try to develop a positive habit to replace an objectionable one. In time, your new way of acting will overcome your old one.
2. Search for ways to divert your anger and aggression.	Take time to think of something complimentary to say before lashing out at someone, and you'll find your anger cooling off. But don't bottle up your anger when annoyed by a situation. Instead, analyze why it arose and look for a constructive solution.
3. Learn to be flexible -- to compromise.	See every situation through the eyes of the other person as well as through your own.
4. Admire traits.	Study people you admire to find out what it is about them that attracts you. You may want to copy their traits and mannerisms. Fit them to yourself and the way you wear them will make you different.
5. Develop a sense of humor.	Especially be able to laugh at yourself.
6. Learn to disagree agreeably.	No intelligent person expects you to rubber stamp all his ideas, but he does expect politeness and rationality when

Outline of the Material to be Taught	Suggestions for Teaching Material
	you disagree with him.
7. Bring *enthusiasm* into every task.	After all, anything worth doing at all is deserving of enthusiasm. To be enthusiastic is to give your entire personality a glow. INSERT #14. Use as a handout. Enthusiasm.
C. Factors Which Contribute Toward Making Others Like Us.	
1. Be ready to speak first---don't wait for the other person to make the first move.	
2. Remember names and use them when possible.	
3. Look directly at the person and smile frequently.	
4. Listen---at least some of the time. Don't do all of the talking.	
5. Show interest in the other person and make him feel important.	
6. Be dependable.	
7. Overlook faults in others---not in yourself.	
8. Be thoughtful and considerate in your dealings with others.	
9. Don't argue.	
	As simple as that !! Try it and see how fast it works.
UNDERSTANDING THE EMPLOYER YOU WORK FOR	
A. What Do Employees Expect From Their Employers?	Ask this question. List and discuss.
B. What Does The Employer Have The Right To Expect From The Employee?	Ask this question. List and discuss.

Outline of the Material to be Taught	Suggestions for Teaching Material
	This seems to help put the employees thinking in the right prospective. Also, it seems to help bond employee-employer relations. "One of the main reasons for many people working is not just for the money, but for self-satisfaction and the full appreciation of work done." Labor Relations Institute of New York. Read pledge below to the group.

A NEW DAY

This is the beginning of a new day.

I have been given this day to use as I will.

I can waste it or use it for good.

What I do today is important because I'm

Exchanging a day of my life for it.

When tomorrow comes, this day will be gone forever;

Leaving in its place whatever I have traded for it.

Therefore, I pledge to myself that it shall be:

Gain, Not Loss !

Good, Not Evil !

Success, Not Failure !

In order that I shall not regret the price

That I paid for this day.

MAN WANTED

A MAN for hard work and rapid promotion, a man who can find things to be done without the help of a manager and three assistants.

A MAN who gets to work on time in the morning and does not imperil the lives of others in the attempt to be first out of the restaurant at night.

A MAN who is neat in appearance and does not sulk over an hour's overtime in emergencies.

A MAN who listens carefully when he is spoken to and asks only enough questions to insure the actual carrying out of instructions.

A MAN who moves quickly and makes as little noise as possible about it.

A MAN who looks you straight in the eye and tells the truth every time.

A MAN who does not pity himself for having to work.

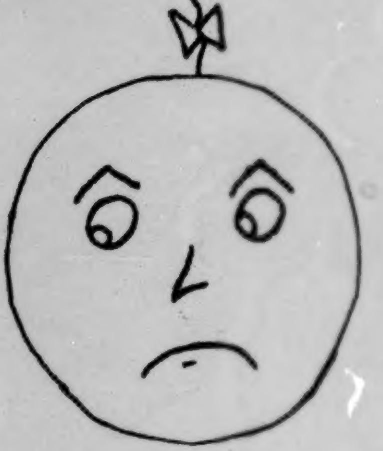
A MAN who is cheerful, courteous to everyone and determined to make good.

A MAN who works for his family, as well as for his employer; one who gets his happiness from the simpler things of life, finds time for recreation, but does not let recreation interfere with his work; one who lives within his means.

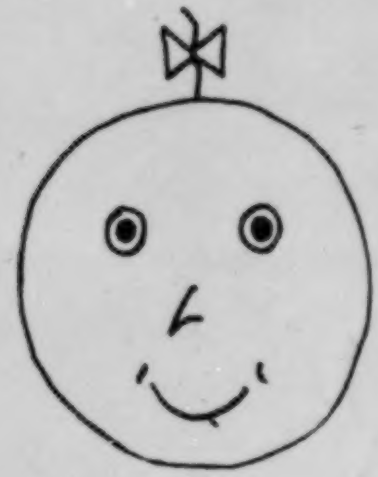
THIS MAN is wanted everywhere. Age or lack of experience do not count. There isn't any limit, except his own ambition, to the number or size of jobs he can get. He is wanted in every business, and most particularly, the Food Service business.

INSERT #2

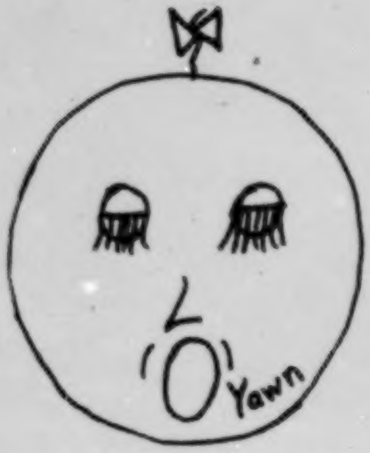
WHICH ONE IS YOU?



MISS MAD



MISS TIPS



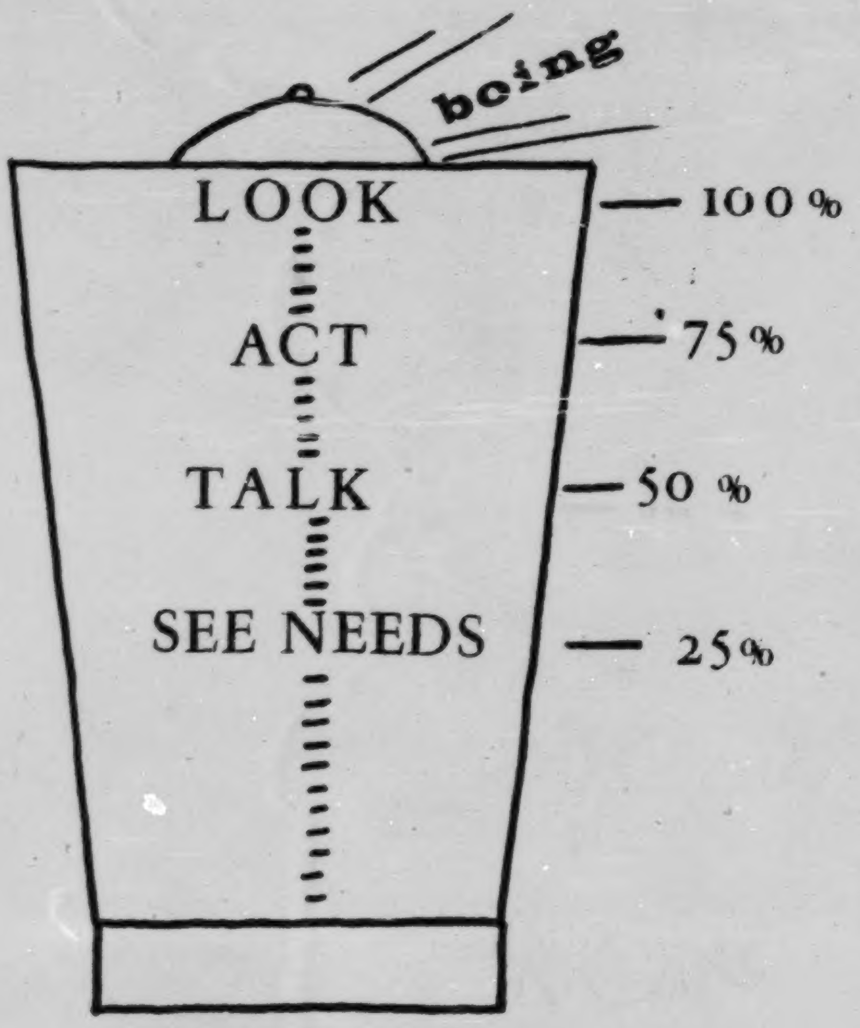
MISS THE BOAT

YOU...

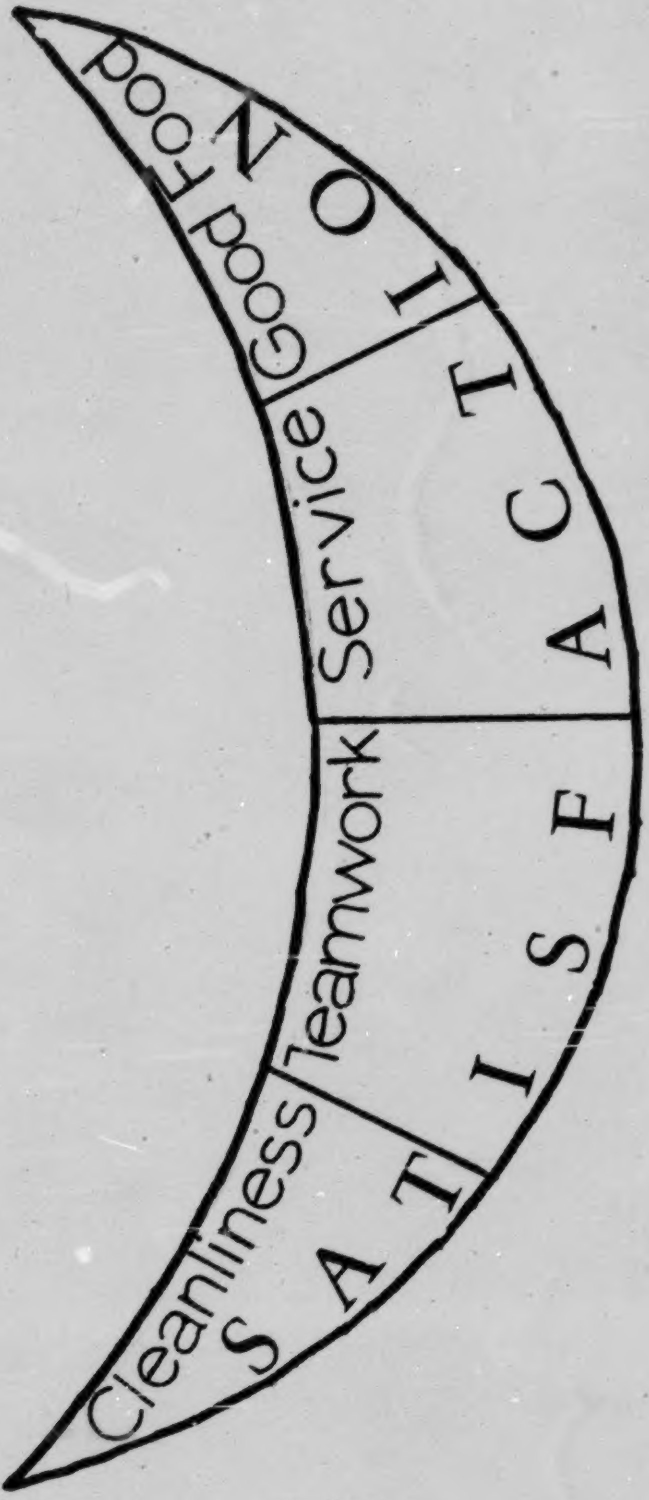
1. SLIP HANGING
2. HAIR OUT OF PLACE
3. SLOPPY UNIFORM
4. IMPRACTICAL SHOES

50 % OF THE TIME OUR CUSTOMERS ARE LOOKING AT YOU

HOW AM I BEING JUDGED?

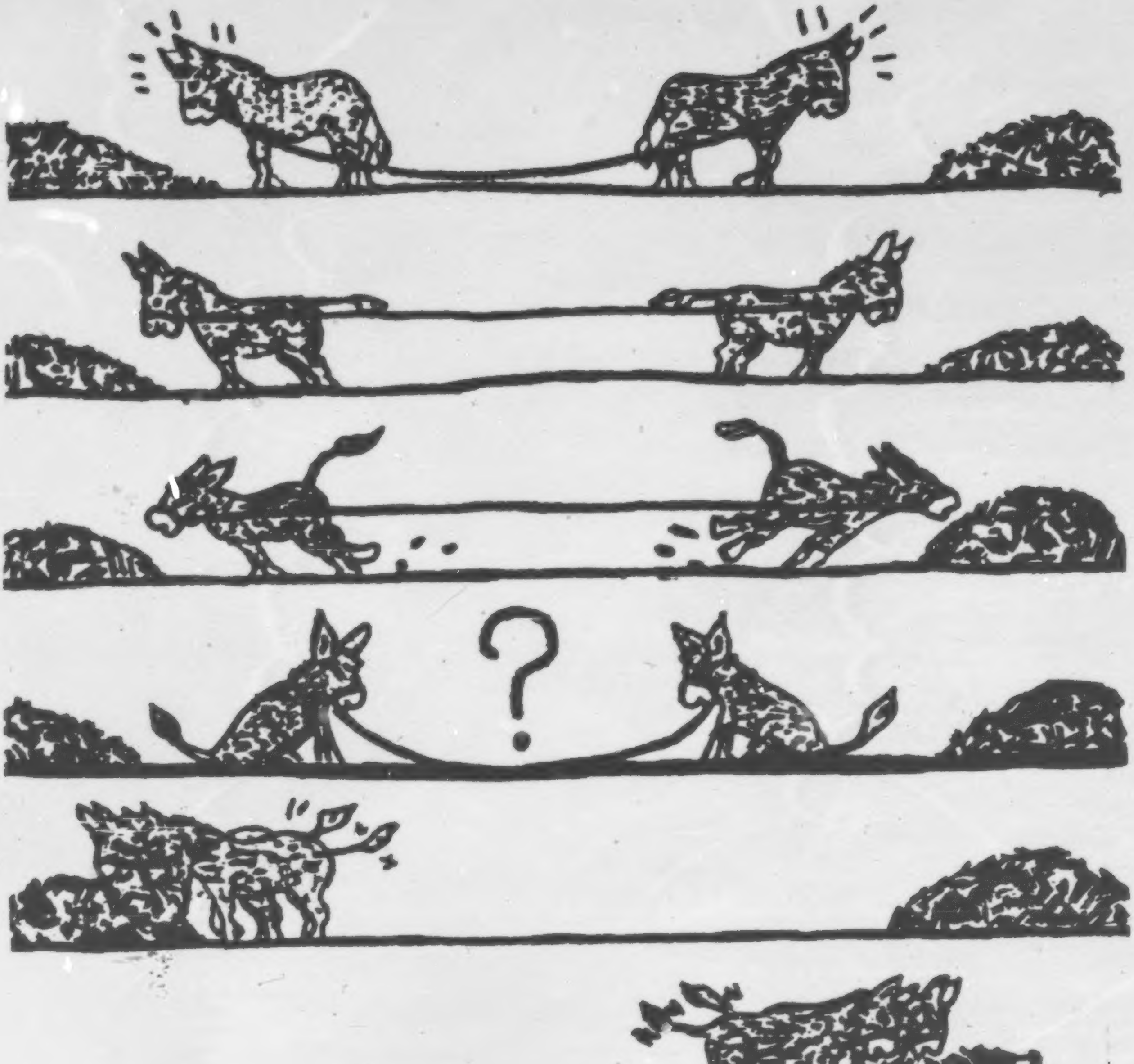

being
LOOK
ACT
TALK
SEE NEEDS
100%
75%
50 %
25%

INSERT #5


Cleanliness
Teamwork
Service
Good Food
S A T I S F A C T I O N

INSERT #6

A STORY WITHOUT WORDS



THE TEN COMMANDMENTS OF BUSINESS

A CUSTOMER is the most important person in any business.

A CUSTOMER is not dependent on us --- we are dependent on him.

A CUSTOMER is not an interruption of our work --- he is the purpose of it.

A CUSTOMER does US a favor when he calls --- we are NOT doing him a favor by serving him.

A CUSTOMER is a part of our business --- not an outsider.

A CUSTOMER is NOT a cold statistic --- he is a flesh-and-blood human being with feelings and emotions like our own.

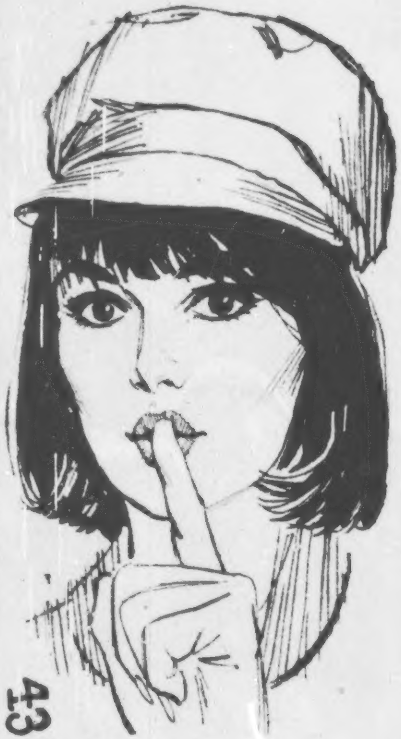
A CUSTOMER is NOT someone to argue or match wits with.

A CUSTOMER is a person who brings us his wants --- it is our job to fill those wants.

A CUSTOMER is deserving of the most courteous and attentive treatment we can give him.

A CUSTOMER is the lifeblood of this and every other business.

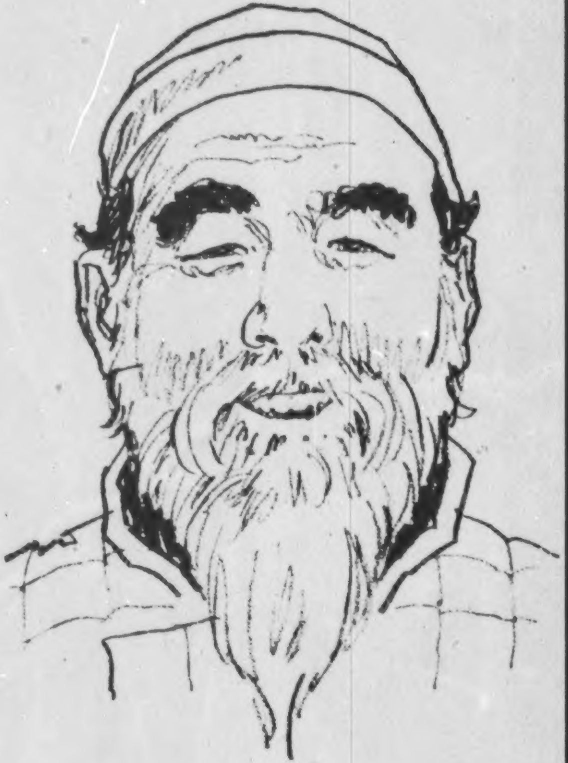
INSERT #8

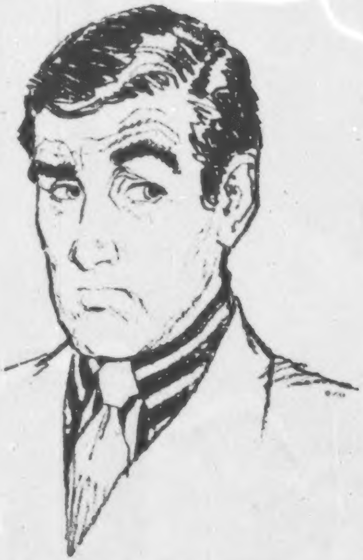


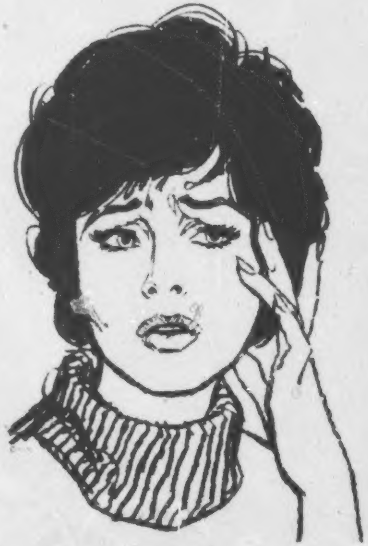
EVERYONE

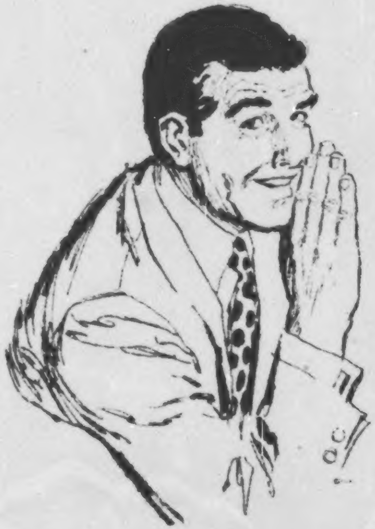
IS

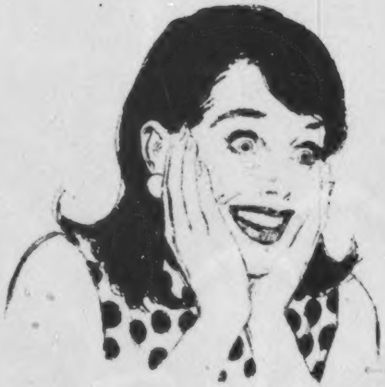
DIFFERENT









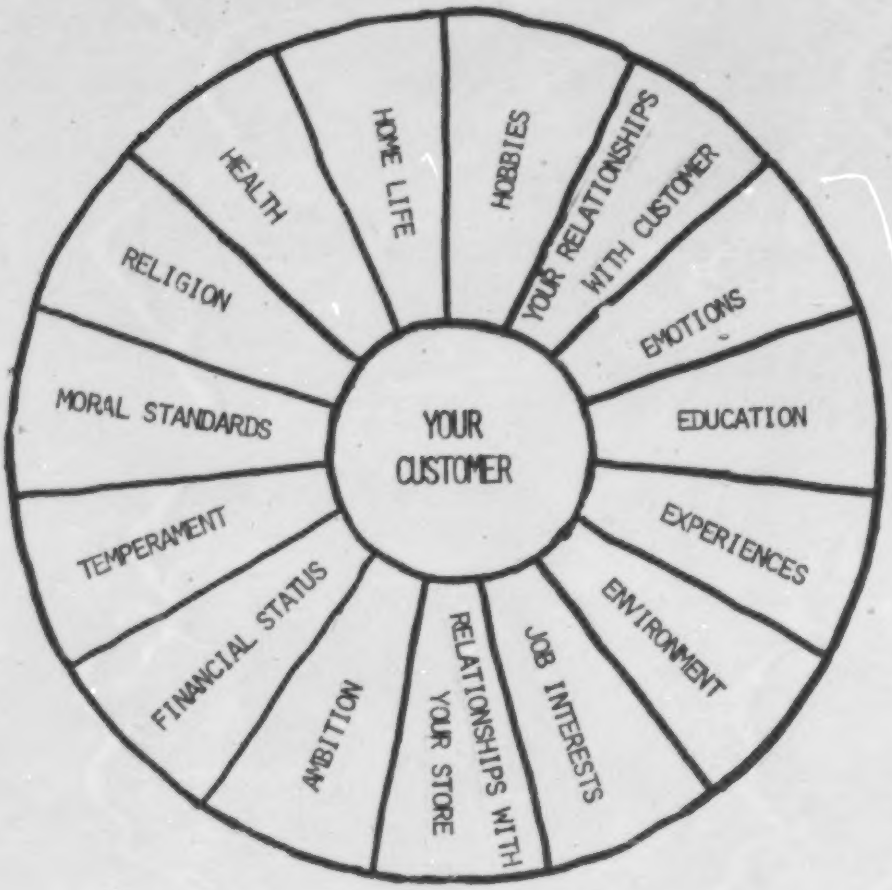


YOUR CUSTOMER

Your customer is the sum total of his traits, habits, interests, characteristics, and experiences. All of your customers have good and bad points.

Your customer is motivated and affected by the elements and factors listed below. The following factors will have an important effect on your customer relations, and how you feel about your sales job.

MAKE-UP OF YOUR CUSTOMER'S PERSONALITY


YOUR CUSTOMER
HOME LIFE
HOBBIES
YOUR RELATIONSHIPS WITH CUSTOMER
EMOTIONS
EDUCATION
EXPERIENCES
ENVIRONMENT
JOB INTERESTS
RELATIONSHIPS WITH YOUR STORE
AMBITION
FINANCIAL STATUS
TEMPERAMENT
MORAL STANDARDS
RELIGION
HEALTH

The better you know and understand your customers, the better you will be able to serve them more effectively.

Remember that each customer is an individual and has a personality all his own. TREAT EACH CUSTOMER AS AN INDIVIDUAL.

INSERT #10

COURTESY IS MY NAME

Like the mighty atom

I am a little thing with untold power.

I help everyone. I open doors, even hearts,
dispel prejudices.

I make friends and hold good will.

I command respect and admiration.

I am loved by all. I offend nobody.

I violate no laws. I cost nothing.

Many have sung my praises.

None have condemned me.

I am pleasing to those in high and low places.

My full beauty thrives on sincerity.

I am useful every moment of the day.

--Anonymous--

INSERT #11

LET'S LOOK IN A MIRROR FOR ONE BASIC MEANING OF COURTESY
JUST FOR ONE DAY -- YESTERDAY

1. Did I remember to smile -- all during the day? ________
2. Did I keep my temper under control -- all day? ________
3. Was I a "sour puss" at any time? ________
4. Did I constantly try to have my own way? ________
5. Did I say something complimentary to someone? ________
6. Did I "fault-find" yesterday? ________
7. Did I interrupt anyone while they were talking? ________
8. Did I do anything that would make people like me better? ________
9. Did I help a fellow worker -- at least once during the day? ________
10. Did I "gripe" at, or to, my fellow workers? ________
11. Did I laugh at mistakes others made? ________
12. Did I let the other fellow do his share of the talking? ________
13. Did I give courteous service to my fellow employees when they were customers? ________
14. Did I remember to say "thank you" to my customers? ________
15. Was I tactful in taking care of customers? ________
16. Did I make fun of customers behind their backs? ________
17. Did I lose patience with any customer? ________
18. Did I show genuine interest when customers talked to me? ________
19. Did I give a customer or fellow worker a "smart-aleck" answer? ________
20. Did I get into an argument with a customer or fellow worker? ________
21. Did I keep any customer waiting while I kept on talking with another employee or a visitor? ________
22. Did I wait on the "mink-coated customer" out of turn while the "ragged-coated customer" waited? ________
23. Was I cross when any customer returned or exchanged purchases? ________
24. Was I impatient with any customer who did not quickly make up his mind about purchases? ________

DEFINITIONS OF PERSONALITY

"That which constitutes distinction of person; distinctive personal character; individuality; magnetic personal quality."

Webster's International Dictionary

"Personality is the sum total of those habits a person has formed in adjusting himself to life situations."

Psychology In Human Affairs
by J. Stanley Gray

"Personality is what people see when they look at you and what they hear when you speak and what they feel when in your presence."

So To Speak
by Elizabeth Ferguson Von Hesse

"Personality: When I met him I was looking down and when I left him I was looking up."

Yankee

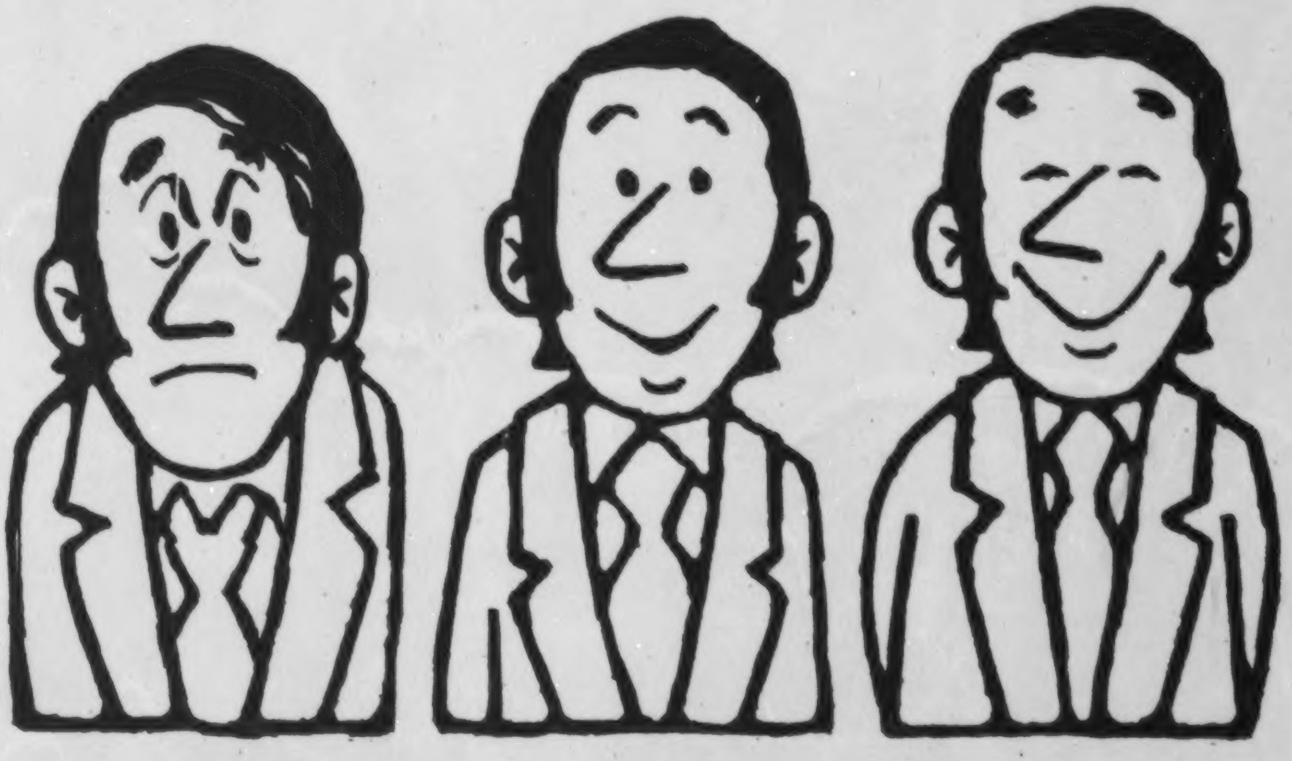
"Personality is the extent to which the individual has developed habits and skills which interest and serve other people."

Henry C. Link, Director
Psychological Service Center
New York, New York

"Conscientious control of all one's energy, directed with the greatest efficiency."

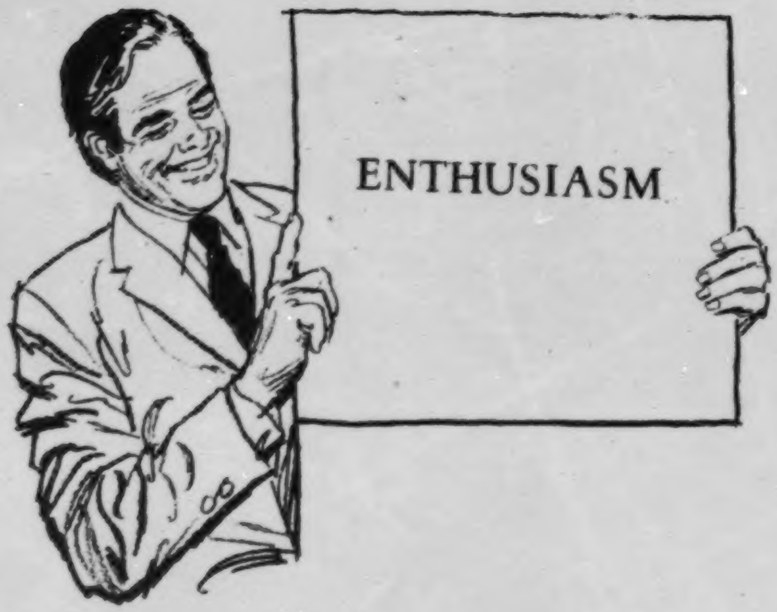
(Source Unknown)

IT ALL BOILS DOWN TO TRAINEE ...



AWARENESS

INSERT #13



ENTHUSIASM . . . .

That certain something that makes us great --- that pulls us out of the mediocre and commonplace --- that builds into us Power --- it glows and shines --- It lights up our faces --- ENTHUSIASM, the keynote that makes us sing and makes men sing with us.

ENTHUSIASM --- the maker of friends --- the maker of smiles --- the producer of confidence --- it cries to the world, "I've got what it takes." It tells all men that your job is a swell job --- the bureau you work for just suits you --- the services you have are the best.

ENTHUSIASM --- the inspiration that makes you "Wake Up and Live." It puts spring in your step --- spring in your heart --- a twinkle in your eye --- confidence in yourself and in your fellow men.

ENTHUSIASM --- It changes a dead-pan salesman to a producer --- a pessimist to an optimist --- a loafer to a go-getter.

ENTHUSIASM ---. if you have it, you show it --- your prospect gets it --- your company loves it --- and you cash in on it.

BECAUSE --- upon the plains of hesitation, bleach the bones of countless millions, who, on the threshold of victory, sat down to wait; and waiting they died.

SECTION
II

Outline of the Material to be Taught	Suggestions for Teaching Material
APPEARANCE AND GROOMING A. First Impression The way you look! It can be lasting right up to the time the guest places his tip on the table. If your appearance is poor, the effect is detrimental to the customer's opinion of the quality of the waitress and the restaurant in general. If a waitress's appearance because of sloppiness makes her guests uncomfortable, even her serving ability and her personality won't matter. 1. Have good taste and use good judgment. 2. Avoid fads in dress and make-up. 3. Follow good advice: "The eyes of the customer are always on you; to the customer you are the company." 4. The customer's total impression of the business is determined by your appearance first, your manner and attitude next. 5. Good appearance inspires confidence in the cleanliness of the establishment. 6. Good grooming is important because of food sanitation standards.	
B. Hygiene 1. Body - Skin - Teeth: Require constant attention in order to maintain an above average appearance. a. Bathe daily. b. Use effective deodorant. c. Brush teeth. d. Breath fresh. 2. Hair a. Keep it clean.	INSERT #15, 16. Use as a handout. Good Grooming.

Outline of the Material to be Taught	Suggestions for Teaching Material
b. Style (1) Off the face (a) So vision is not impaired. (b) So that there is no need to push it back with the hands.	Short, upswept style allows fewer loose hairs to fall onto your uniform or food, causing unsightliness and unsanitary conditions. Choose an easy care style .
(2) Off the collar and secured by hair spray or net.	Choose a style that graciously becomes you, your facial structure, and texture of hair.
3. Posture	
a. Hold head erect.	Person looks and feels much better.
b. Pull shoulders back.	
c. Hold stomach in.	
d. Standing: Place feet at 45° angles.	
e. Walking: Place feet one in front of the other, pointing them straight ahead.	
4. Hands	
a. Washed frequently.	Lemon juice cleans and deodorizes.
b. Lotion for softness.	
c. Neatly manicured.	
d. Clean, medium length nails.	Thus less easily broken and more easily cleaned.
e. Only light, natural polish.	
5. Feet	Much time is spent on your feet.
a. Soak tired, burning feet.	Low heels -- comfortable shoes.
b. In warm weather, powder to relieve excess perspiration.	
c. Oxford type shoes (1) Good arch support. (2) Protective covering for the foot. (3) Comfortable heel height.	The type of shoe often depends upon the policy of the establishment. But stress the importance of comfort and support.
C. Clothing	
1. Care of the uniform.	Always have all parts of the uniform ready and in excellent condition --- and wear all parts.
a. Proper fit.	
b. Proper skirt length---should look well when you are standing, walking, or stooping.	

Outline of the Material to be Taught	Suggestions for Teaching Material
c. Buttons, snaps, zippers, and seams mended.	
2. Undergarments a. Give extra support and fine appearance. b. Decrease fatigue. c. Uniforms are normally lightweight and often transparent; a clean, full slip is worn. d. Help garment hang properly. e. Help posture.	
3. Hosiery a. Medium weight normally last longer. b. Color -- is up to the management. c. Never wear hosiery that has runs or snags.	
4. Cosmetics -- worn moderately.	
5. Jewelry -- simple, basic, no excess.	INSERT #17. 18. Use as a handout. A More Attractive You. Discuss with class. INSERT #19. Use as a handout. How Do You Rate? Use this as a self-evaluation; do not ask them to hand it in.
SANITATION	This is a subject which is very, very important but too few individuals seem concerned. If possible, collect data or news articles in your area that could help you stress the importance. "Give Sanit Story a Barnum Touch." Most employees don't understand what a germ is, or what bacteria are. And let's face it: many food service employees come to work from a set of living conditions where sanitation is

Outline of the Material to be Taught	Suggestions for Teaching Material
	at best uncertain. If they don't wash their hands at home, why should they do so in your restaurant? In order to convince them that sanitation is, in fact, important, you'll have to resort to a big touch of Barnum. You'll have to make sanitation a *personal* experience for them, relating it to the familiar surroundings of your employees' homes. And that requires showmanship. Use scare tactics. As soon as the warm weather starts, collect newspaper stories dealing with food poisoning. And not necessarily about restaurants. Good articles will deal with local groups holding big picnics where food is likely to spoil. A poster or bulletin board full of these clips can be useful in demonstrating how poor sanitation can harm many people. Once you've shown employees that "spoiled" food can hurt people, you can work on telling them why. It's virtually impossible to convince anyone that something 1/25,000th of an inch can cause food poisoning. But if you say that 60 bacteris side by side take up the width of a human hair, then you've given them a basis for comparison. Unlike human hair, however, bacteria multiply like crazy. You can demonstrate that by letting someone with dirty hands paw a clean dinner plate; let the plate sit around a warm kitchen for a couple of days and then show them the reddish discoloration around the fingerprints. Those are whole bacteria. Then you can explain that these bacteria, in such great numbers, cause illness. But in order to multiply, they need food, moisture, warmth, and time. Employees will then understand

Outline of the Material to be Taught	Suggestions for Teaching Material
	that cooked food must be stored in a cold area, and should never be allowed to sit around a warm kitchen for more than a few minutes.
	Tell them that they'll improve the health of their own families if they follow similar practices at home. If you can convince them to do it at home, they'll do it automatically in your restaurant.
	It requires something like a three-ring circus to drive home to the employees the importance of sanitation.
A. How To Keep Food 1. Clean 2. Covered 3. Away from contamination.	How do you convince the employees that it's vital to keep food clean, covered, and away from places where it can become contaminated?
B. Bacteria	Begin with bacteria. But don't get yourself all tangled up in explaining what bacteria are, because the employees couldn't care less. Tell them what bacteria do.
1. 60 per hair.	Tell them that bacteria are teeny little things---60 if them side by side are as wide as a human hair---and that they like to hang around where it's dirty and warm.
2. Multiply.	"A couple of bacteria aren't so bad, but the darned things multiply faster than rabbits," you might say. In five hours, one of those critters can multiply to over a million. In 24 hours, it can become a thriving colony of 4,720,000,000,000,000,000---in other words, more germs in your kitchen than people on the earth!
C. Spreading Of Bacteria	Ask: How do these bacteria spread? How do they get to restaurant food? Discuss.

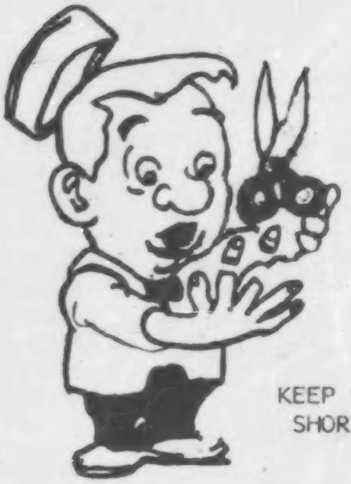
Outline of the Material to be Taught	Suggestions for Teaching Material
	- People spread them. They scratch their hair---a place where bacteria love; warm and dirty---and then touch food. - Bacteria are especially present when people have infections or colds. When the first cook has a cold and coughs, watch out! Because when he coughs, he blasts out air at the speed of 200 miles per hour. - In a windstorm like that, the cook can rocket disease causing bacteria as far as 14 feet. That's enough to give his assistant a cold, and to give any exposed food a "cold" as well. The food doesn't really get a cold---it just makes other people sick.
D. The Fly	So you've got to keep food covered, you explain. If you don't keep it covered, flies can feed on it, and flies carry germs. A fly vomits a little of its own body fluid onto food in order to soften it, then sucks up the liquid again along with some food. When a fly takes off, in order to lighten its weight, it leaves behind a small amount of droppings containing bacteria. In this manner, one fly can infect 10 million people with typhus. INSERT #20. Use as a handout. Discuss.
FOOD HANDLING In your hand lies the health of a great many people -- your customers.	Ask: Who is a food handler? Whose duty is it to protect the public, just the cooks'?

Outline of the Material to be Taught	Suggestions for Teaching Material
	INSERT #21. Use as a handout. Sanitation and Food Service. Discuss as needed.
A. Food-Borne Diseases	
1. At least 15,000 episodes in 1968.	
2. Many are missed in commercial restaurants.	
B. Importance to you?	More than one out of every three persons carry germs that cause sickness.
1. In most cases, workers are involved.	
2. You could be a cause or a victim.	If you aren't too concerned about protecting the public, think about yourself!
C. What Can You Do To Protect Yourself?	
1. Most food poisoning is caused by bacteria.	INSERT #22. Use as a handout. Six Basic Facts About Bacteria.
a. They are too small to see. b. They are everywhere. c. Some are helpful, some don't affect us, some cause disease. d. They can cause disease two ways. (1) By growing in your body. (2) By growing on food and producing poisonous by-product.	
2. How Do They Get Around?	
a. From hands, mouth, and skin. b. Direct contact, or through the air. c. To food, utensils, or to other people.	
3. They need food, moisture, correct temperature, and time to grow.	
a. Absence of any of these will control them. b. Some foods are more susceptible than others (animal origin).	

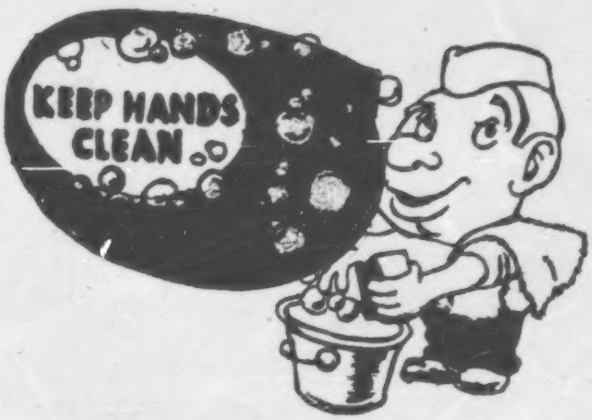
Outline of the Material to be Taught	Suggestions for Teaching Material
4. What does all this mean to you as a food worker?	INSERT #23. Use as a handout. Your Customer's Health Is In Your Hands.
a. Keep yourself clean for your own protection. (1) Wash your hands thoroughly and frequently. (2) Wear clean clothing. (3) Keep hands away from face and hair.	
b. Don't touch mouth surface of any utensil, whether clean or dirty.	INSERT #24. Use as a handout. Handling Dishes and Utensils.
c. Don't handle perishable food with your fingers.	INSERT #25. Use as a handout. Handle With Care.
d. Don't work if you are sick--protect others.	
D. How Else Can You Protect Yourself And Others?	
1. Help the manager keep hot foods hot, cold foods really cold or dispose of them.	
2. One generation of bacteria grows in 20 minutes -- prevent it.	
3. 25 catching diseases can enter the body through improper food handling.	
E. Important Rules Of Personal Hygiene	INSERT #26. Use as a handout. Standards For Cleanliness.
1. Be clean when you come to work.	
2. Check with your supervisor if you have any illness, cuts or sores.	
3. Stay clean and sanitary at work.	
4. Wash after touching anything that might hide germs.	
5. Don't touch food contact surfaces.	
6. If it's ready for serving, don't touch the food.	INSERT #27. Use as a handout. Quiz.

INSERT #15

GOOD GROOMING



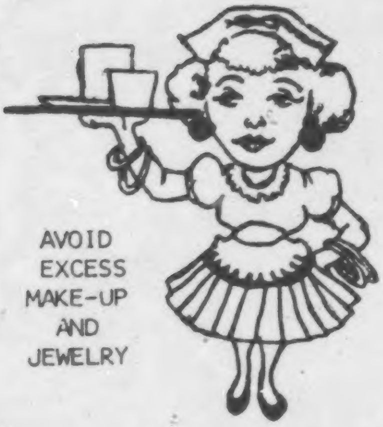
KEEP FINGERNAILS SHORT AND CLEAN


KEEP HANDS CLEAN

WEAR CLEAN UNIFORMS

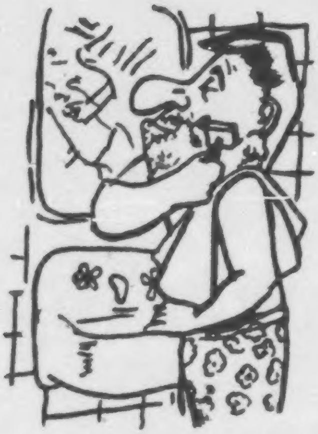
BATHE DAILY
AND
BRUSH TEETH

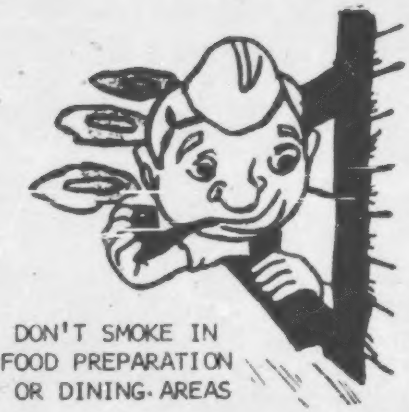
KEEP HAIR NEAT



AVOID
EXCESS
MAKE-UP
AND
JEWELRY

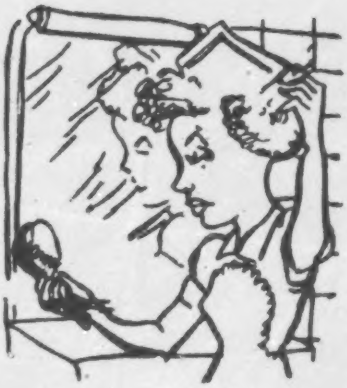
SHAVE DAILY

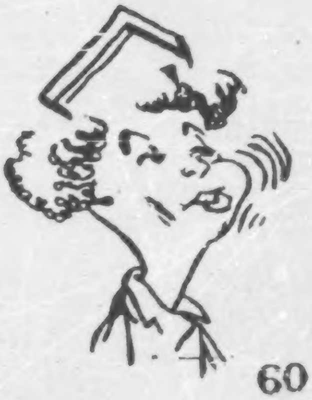




DON'T SMOKE IN
FOOD PREPARATION
OR DINING AREAS

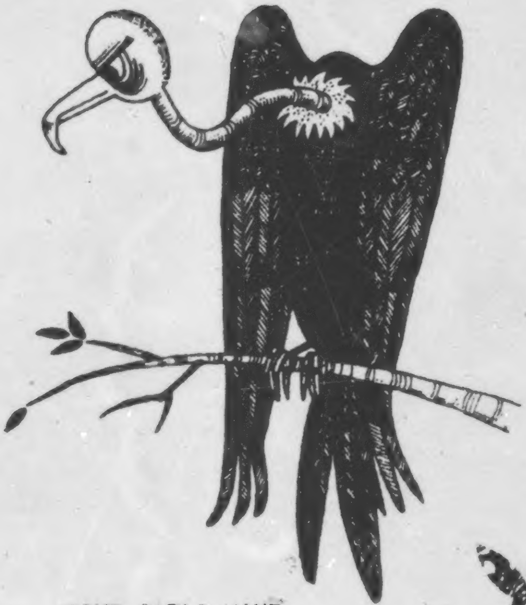
PRIMP HAIR
ONLY IN
WASHROOM



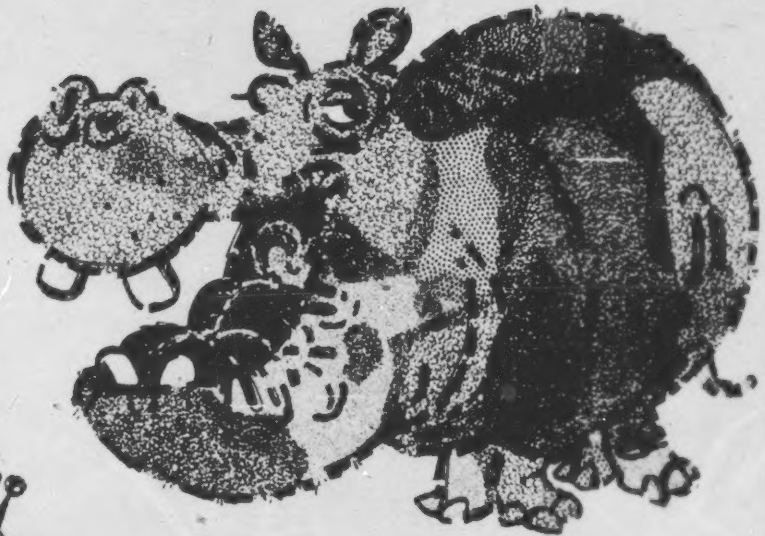


DON'T
CHEW GUM

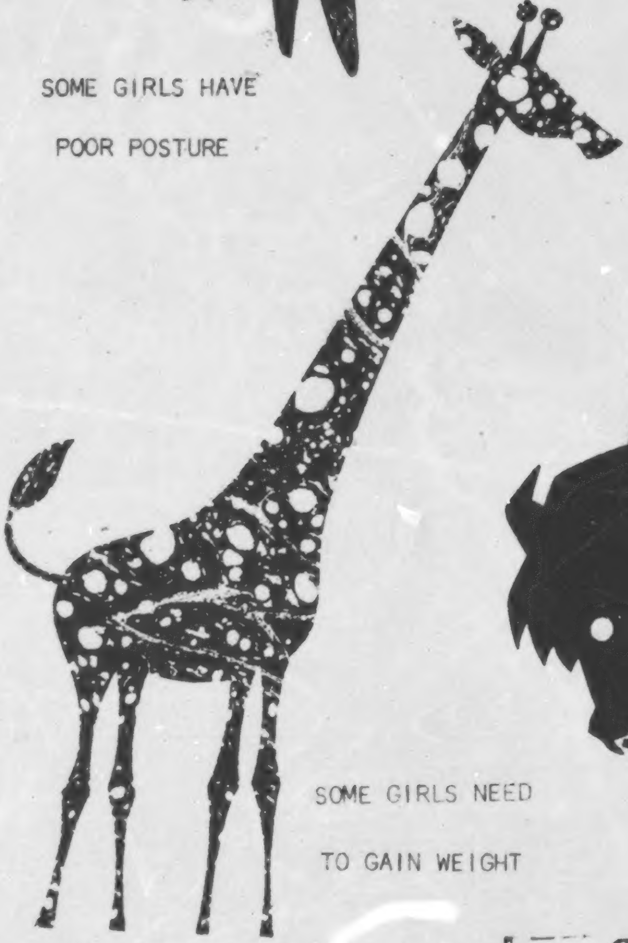
A MORE ATTRACTIVE YOU



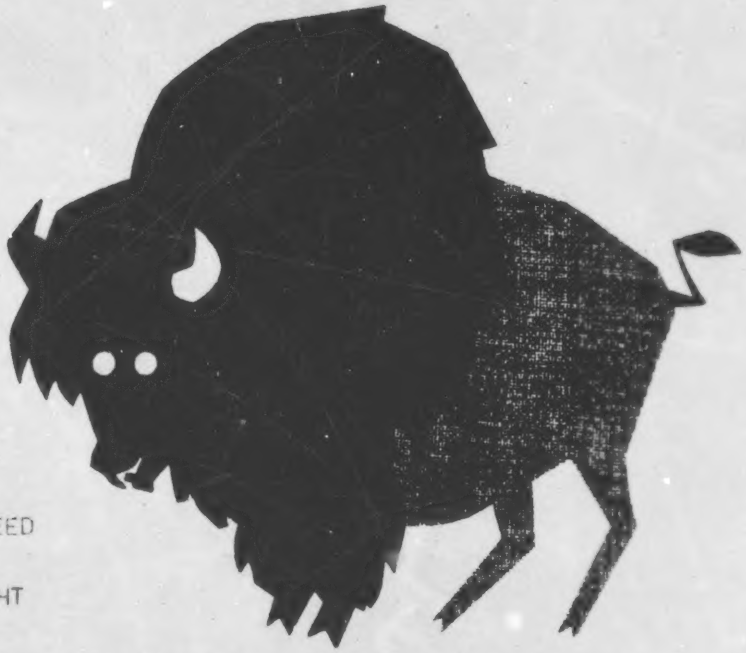
SOME GIRLS HAVE POOR POSTURE



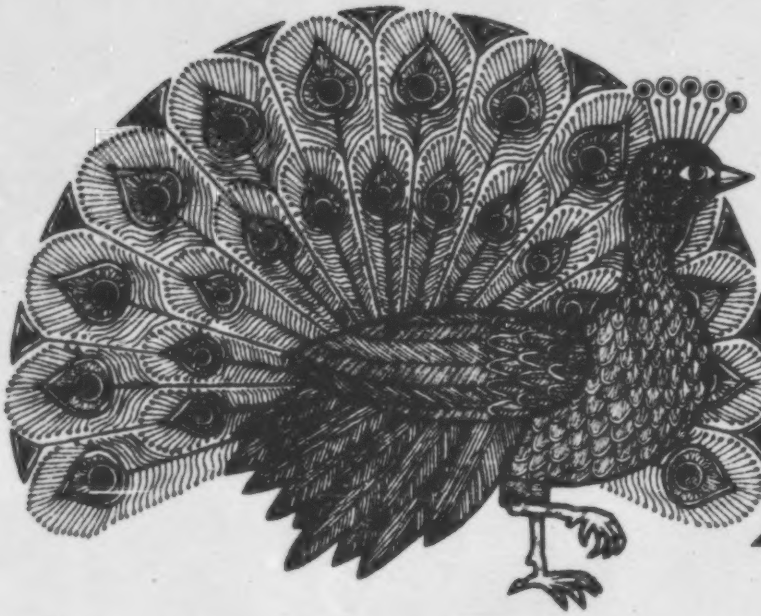
SOME GIRLS NEED TO LOSE WEIGHT



SOME GIRLS NEED TO GAIN WEIGHT

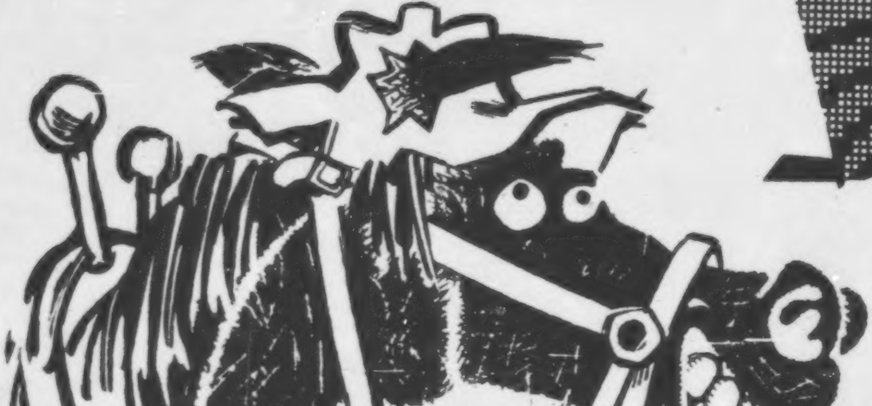


SOME GIRLS DON'T HAVE TIDY HAIR



SOME GIRLS OVERDRESS

SOME GIRLS NEED NAIL CARE



SOME GIRLS AREN'T WELL GROOMED

INSERT #19

HOW DO YOU RATE?

	YES	NO
1. Could you improve your appearance?	___	___
2. Is your hair arranged simply?	___	___
3. Do you wear a good hair net?	___	___
4. Do you wear perfume during working hours?	___	___
5. Are your nails manicured?	___	___
6. Do your teeth need attention?	___	___
7. Are your hands free of stains?	___	___
8. If you are wearing polish, is it in perfect condition?	___	___
9. Do you bathe before coming on duty each day?	___	___
10. Do you use a good deodorant daily?	___	___
11. Is your uniform spotless?	___	___
12. Are your shoes shined or clean?	___	___
13. Are your shoes in good repair?	___	___
14. Do you wear jewelry other than your watch and wedding band?	___	___
15. Did you put on your smile this morning?	___	___

Is it any wonder that flies should be kept out of a food plant? They should be kept out of your homes as well.

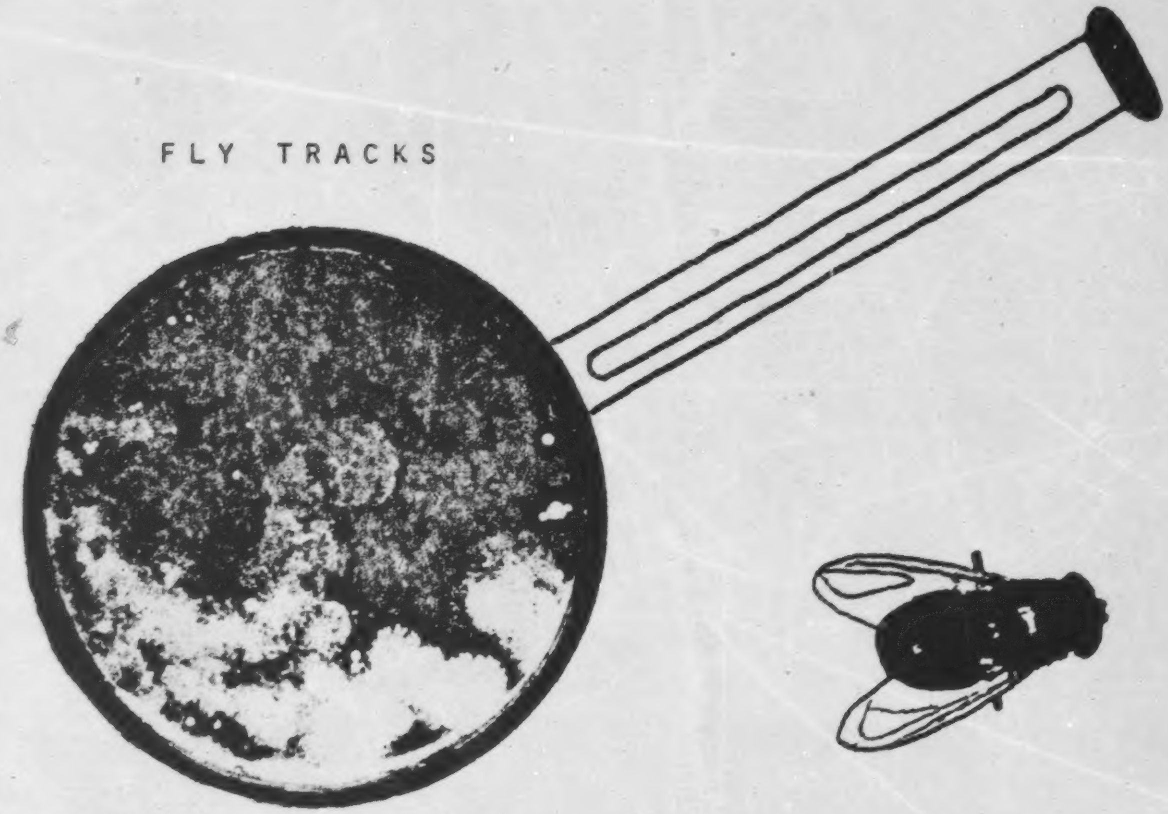
We use flies as an example. We should realize that other insects also spread disease, and they, too, should be kept out of the food plant and the home.

Although filth, fingers, and flies are not the only spreaders of disease, they are perhaps the most important. We should make a conscious effort to prevent the spread of bacteria through filth by way of the fingers or flies. In other words, we should:

- * KEEP FILTH OUT OF FOOD.
- * WASH OUR HANDS REQUENTLY (ESPECIALLY AFTER USING THE TOILET).
- * KEEP FLIES AND OTHER INSECTS AWAY FROM PLACES WHERE FOOD IS PREPARED.

When these things are done with understanding, we will have a true feeling for Food Plant Sanitation, and we will protect our families and ourselves from disease.

FLY TRACKS



SANITATION AND FOOD SERVICE

THE FOLLOWING RULES AND REGULATIONS GOVERNING FOOD SERVICE ARE BASED ON PROVEN TECHNIQUES OF HANDLING FOOD AND CUSTOMERS ON PRACTICES OF GOOD HEALTH AND SANITATION PROCEDURES.

1. Bathe Daily. One hour before reporting to work. If you have been exposed to any disease or carrier thereof, a bath is one of the best ways to wash away the germs so that you will not pass them on to your customers.

2. Hair.

   Women --- short, piled, close tight style must be two inches above the collar. Hair is one of the great conductors of germs and is unsightly in food or plates. The major fall out of hair occurs from the rubbing of the collar or the hair; therefore, it must be up off the collar or from loose hair styles. To protect hair bits from falling, it is required that you wear a hair net or that your hair be held in place by lacquer spray.

   Men --- hair should be closely cropped a maximum length of two inches on top to 1/8 inch on side of head and neck areas. Neck hair should be closely trimmed at all times. The same reasons apply as for women. If the above is not followed, use a heavy lacquer spray or net.

   Production personnel --- due to heat and high air circulation of food service establishments and the speed at which food service personnel move, it is necessary to observe very closely these rules and regulations, since any hair particles can be carried a great distance by the air movements created by heat waves, circulation, or body movements. These hair particles may land in uncovered food, even on the customers' plates. The hair of all food production personnel should be covered at all times either with a net or head covering.

3. Body Odor And Excessive Perspiration. Use a deodorant under the arms daily. Also, it is a good idea to place deodorant on the inside of the elbows and wrists. Fill shoes with foot powder and powder underarms. In cases of excessive perspiration odor, use baking soda both under arms and where else needed. Control of perspiration is important, since it not only offends your customers but is the carrier of germs and diseases. In cases of continued excessive perspiration, consult your family doctor. Open sores or rash from excessive perspiration disqualifies you from food work.

4. Colds, Illness, Or Exposure To Contagious Disease. If you are ill, have a cold, or have been knowingly exposed to a person with a contagious disease, you are not to work in a food service operation. Remain at home until you are well, or in case of a contagious disease, cleared by your family doctor or local health service.

5. Earrings And Jewelry. These are forbidden in any shape or form.

6. Rings. Only those rings that are solid metal, such as wedding bands and class rings are permitted. All rings with sets should not be worn. Frequently, a ring set, including engagement stones have been knocked out of ring mounts on the fingers of personnel reaching in ice chests, refrigeration boxes, salad

cases, shelves, etc., (particularly dangerous if you are dipping ice cream or stocking).

7. Nails. Nails should be trimmed to 3/8 inch beyond the finger tip. Nails should be filed and cleaned daily. Clean by scrubbing under nail with a brush, using hot water and soap. Nails pulled to the quick so as to bleed or appear raw disqualify you for food service operations. Reasons: Germs hide under nails and are easily transferred to food, dishes, and cooking utensils. Long nails hinder work and constitute both a health and safety hazard as they cannot be cleaned easily and interfere with safe handling procedures on dishes and cooking utensils.

   Nail polish --- Only clear nail polish should be worn. One exception to this rule is the use of white or silver nail polish.

8. Uniform And Underclothing. Clean and freshly scented underclothing should be worn daily. The uniform should be clean. Daily washing or change of uniform sshould be made. Reason: Dirty clothing carries diseases. Washing removes the possibility of carrying diseases to restaurant customers. Also, the appearance and smell of fresh clothing is pleasant to customers, thereby increasing their dining pleasure. You feel and work much better in clean clothes. They give you a lift, thus making your work more pleasant.

9. Smoking. Prohibited except in areas designed as smoking areas. This area must be away from the food production, service, and other customer areas. Normally this area is located near the restrooms. No smoking is permitted elsewhere. Reason: Ashes in food; even if controlled, ashes float through the air and fall into food. Also, your hands touch your lips or smell of tobacco. Always rinse your mouth with mouthwash and wash your hands after smoking.

10. Eating And Drinking. This is done during break periods only. No sampling allowed. Eating must be done away from food preparation areas or customer areas in designated employee eating area. (In certain restaurants, see your manager; this may be done in the dining area.)

11. Toilet. Always scrub your hands, nails, and arms to the elbow before returning to work. Human refuse is one of the most contagious of disease carriers. Since your hands, nails, and lower arms may come in contact with germs, always scrub after visiting the restroom area.

12. Telephone. Wash hands after using a public telephone.

13. Handling Money. Avoid contact between food servers and money. Money is badly contaminated.

14. Breath And Teeth. Brush teeth after eating (never less than twice daily). Have teeth checked by dentist twice yearly (If you smoke, cleaned and checked three times a year). Have all cavities filled at once or teeth replaced; appearance alone should cause this to be done. **Bad or strong breath** is offensive to customers. Rinse mouth frequently with antiseptic.

15. Clean Tables And Counter Tops. Always use a clean damp cloth to clean tables, counter tops, and chairs. No excess water, streaks, or damp surface should remain after use.

16. Use Of Service Cloths. When service cloths (arm towels) are used, make sure they are carried on the forearms at all times. Do not place service cloths on shoulders or underarms.

17. Menus. Menus are to be carried in the hands or between the body and the elbow. Do not place menus under the arm pit.

18. Handling Dishes And Utensils. Always stack dishes, trays, and utensils after checking that both sides are clean and dry. Avoid touching eating surfaces at all times. Handle silverware by their handles and dishes by the bottom and rims. Do not touch moist and cooked food with your hands. Return all soiled dishes, silverware, and linen promptly to the sanitation (or dish-washing) department. Before returning to cleaned areas after removing refuse, wash hands thoroughly.

19. Other Personal Habits. The following personal habits are to be avoided:

Coughing or sneezing --- If this occurs, cover mouth or nose with handkerchief or paper.

Do not touch face, hair, or pick at skin blemishes with hands. If you do, go wash your hands.

Do not chew gum.

Use a cloth or paper to pick up fallen objects from the floor.

Do not comb hair or apply make-up while in view of any customer.

KEEP IT CLEAN, PLEASE . . . FOR A SAFER AND MORE PLEASANT PLACE TO WORK !

SIX BASIC FACTS ABOUT BACTERIA

1. Bacteria are alive. They take in food and give off wastes just like our own bodies.

2. Bacteria are everywhere. They need food, moisture, light, and a warm temperature to live.

3. All bacteria are not harmful but most are.

4. Twenty-five catching diseases can enter the body through improper food handling.

5. A person infected with a disease germ can infect food, which in turn can carry the germ to anyone who eats the food.

6. Germs in food cause two kinds of sickness.

    A. Some germs feed upon the body---they multiply faster than the body can fight them. Typhoid fever, diphtheria, tuberculosis are some of the diseases caused by this type of germ.

    B. Some germs live on food. They change the food ---poison it with chemicals and wastes. We say the food is spoiled.

YOUR CUSTOMER'S

HEALTH

(YOURS TOO!)

IS IN YOUR

HANDS

1. Avoid touching the hair or face when on duty. If it is necessary to do so, wash hand before returning to work.

2. Always wash hands before leaving the restroom and after smoking.

3. Always hold glasses by the base and cups by the handles --- never by the rims.

4. Carefully remove all used dishes and silverware from the dining area to prevent their being reused before they are washed.

5. Handle silverware by the handles; do not touch fork tines, knife blades, or spoon bowls.

6. Do not serve food that has fallen on the floor.

7. Do not use silverware that has fallen on the floor.

8. Handle moist food with a fork or spoon, never with your fingers.

9. Wipe the tops of milk containers with a clean cloth after removing the cap.

10. Never carry a side towel over your shoulder or under your arm.

11. Keep serving trays wiped clean on the edges, top, and bottom so that they will not soil uniforms, dishes, or tablecloths.

INSERT #24-A

HANDLING DISHES AND UTENSILS

1. Do not carry more than one item of china, silver, glass in each hand. If more than one item is carried, use a tray, plate, or napkin shield. This will insure that your hands, fingers, or the sides of plates or utensils do not touch food, or the rims of other plates or glasses.

2. When setting tables, place silver on clean tray or plate to carry to table or from kitchen to side stand.

3. Be sure all dishes are clean, both sides, before stacking.

4. Separate layers of glasses and cups with trays or toweling.

5. Inspect all silver before placing in side stand. Wipe with a clean, dry cloth for dust. Send all stained or dirty silver, glass, or dishes to dishwashing department for rewashing.

6. Handle all dishes by placing four fingers of the hand under the plate, open and spread with the thumb resting, as a guide, on the side rim. Do not place thumb over the top edge of plate.

7. Inspect all silverware, glassware, and china before serving. Do not place food or beverage in any discolored, chipped, pitted, or cracked glassware or china or serve same to a customer. Do not use or serve bent, pitted, soiled or tarnished silverware.

8. Handle all silverware by the handles. Do not touch the tines, bowls, or blades of any silverware.

9. Handle all glassware by their base or stems both clean and soiled. Remove soiled glassware the same as in serving. Never place fingers inside of glasses.

10. Never remove cup or glass from table to refill. If glass or cup is removed from the table for refill, serve in a fresh and clean cup or glass.

11. Handle all foods with forks, knives, or spoon, or other serving utensils. Do not touch moist or cooked foods with your hands.

12. Inspect all foods for foreign matter or dirt before serving. Although not part of sanitation, each plate should be checked by food service personnel for displa appearance. Remember: 90% of food taste comes from appearance.

13. Return all soiled dishes, silverware, and linen promptly to the sanitation (dishwashing) department. Do not leave on trays or in dish pans in the service area except for a minimum time. Cover all soiled ware with cover, linen, or paper while in service area. Not only does this prevent the spread of disease, but removes unsightly objects from customers' view.

14. Sort, store scrap, or soak soiled ware according to policies of your establishment.

15. Emptying and refilling sugar containers: The sugar container should be emptied, washed, and thoroughly dried as often as necessary to keep it spotlessly clean.

If the sugar container is an open type, care should be taken to keep the sugar free from lumps and foreign material. If shaker type containers are used, the screw top should be securely fastened and the spout examined to see that it is clean and that the sugar flows freely. The supply of sugar in the container should be checked before each meal. If sugar packs are used, be sure the container or holder is filled and cleaned.

16. Filling salt and pepper shakers: Same as above. A piece of wire or tooth pick may be used to unclog the holes in the lids before they are washed.

17. Filling syrup jugs: Syrup should always be poured into clean pitchers. Do not refill. The outside of the pitchers should be wiped carefully with a damp cloth after filling, to remove any stickiness.

18. Cleaning condiment bottles: The outside of condiment bottles should be wiped with a damp cloth. The tops and insides of the caps may be wiped first with a paper napkin to clean off gummy material and then with a clean cloth. Mustard pots and condiment jars should be emptied and washed weekly. Clean paddles should be provided for the mustard pots.

19. Folding napkins: Napkins should be folded carefully according to the instructions of the house. The folds should be straight and the edges meet evenly.

20. Arranging menus: The appropriate menu for the meal should be used and special lists and slips properly attached. Soiled and torn folders should be replaced with new ones.

21. Arranging flowers: When arranging fresh flowers, select containers that are appropriate in color, size, and material for the type of flowers. Arrange the flowers in each vase attractively without overcrowding them.

22. Filling individual creamers: The creamers should be washed and thoroughly cooled before being filled. Never refill a warm creamer. Care should be taken not to fill the creamers to overflowing.

23. Cleaning ash trays: Ash trays should be collected and washed before reuse. A small brush may be used to clean caked ashes from the crevices. Ash trays should always be washed separately from other dishes so that there is no danger of the ashes adhering to them. A clean ash tray should be provided each time guests are seated and emptied as often as necessary.

24. Cleaning serving trays: The edges and bottoms of serving trays should be kept clean and dry to protect the uniform and the serving table's surface. The top should be wiped clean before loading so that the bottoms of the dishes will not be soiled. Trays should be scrubbed daily with soap and water.

25. Preparing ice: Ice cubes and cracked ice should not be used in beverages and drinking water unless they are clean and free from foreign matter. Ice cubes should be handled with tongs, and cracked ice with a scoop provided for the purpose.

26. Dusting chairs: Crumbs should be dusted from chair seats after each guest has finished eating and before another guest is seated. Backs and legs of chairs should be carefully dusted.

HANDLE WITH CARE

Your hands are never free from germs. It is important, then, that ready-to-eat foods and the food contact surfaces of dishes and utensils not be handled. Even if you think your hands are clean ---they aren't really! Heed these hints and HANDLE WITH CARE!!

1. ALWAYS GRIP SILVERWARE BY HANDLES.
2. FOR BUTTER---FORK PRINTS, NOT FINGERPRINTS.
3. NEVER HANDLE A GLASS BY THE RIM.
4. STACKING CUPS IS BAD FOR THE ONES UNDERNEATH.

IT WORKS BOTH WAYS

Did you know you, too, could be made ill from handling soiled dishes? Glasses, dishes, silverware and napkins which have been soiled by a customer can be dangerous to you. When cleaning the table or counter, take the same precaution you used to place the utensils there. Avoid touching the food contact surfaces!

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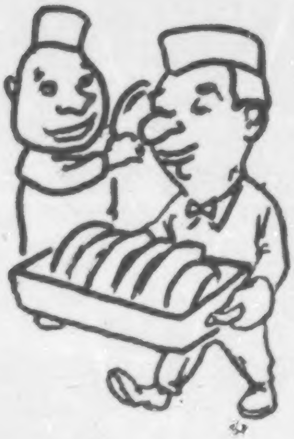

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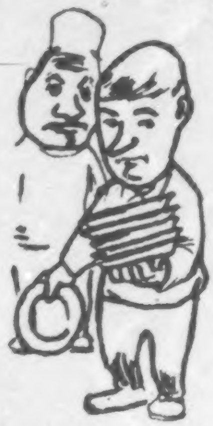

The dishwasher works hard to wash and sanitize dishes. Don't spoil his work by careless handling of clean dishes.

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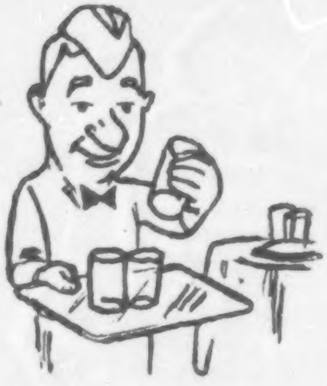

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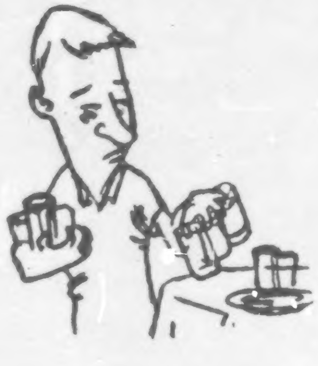

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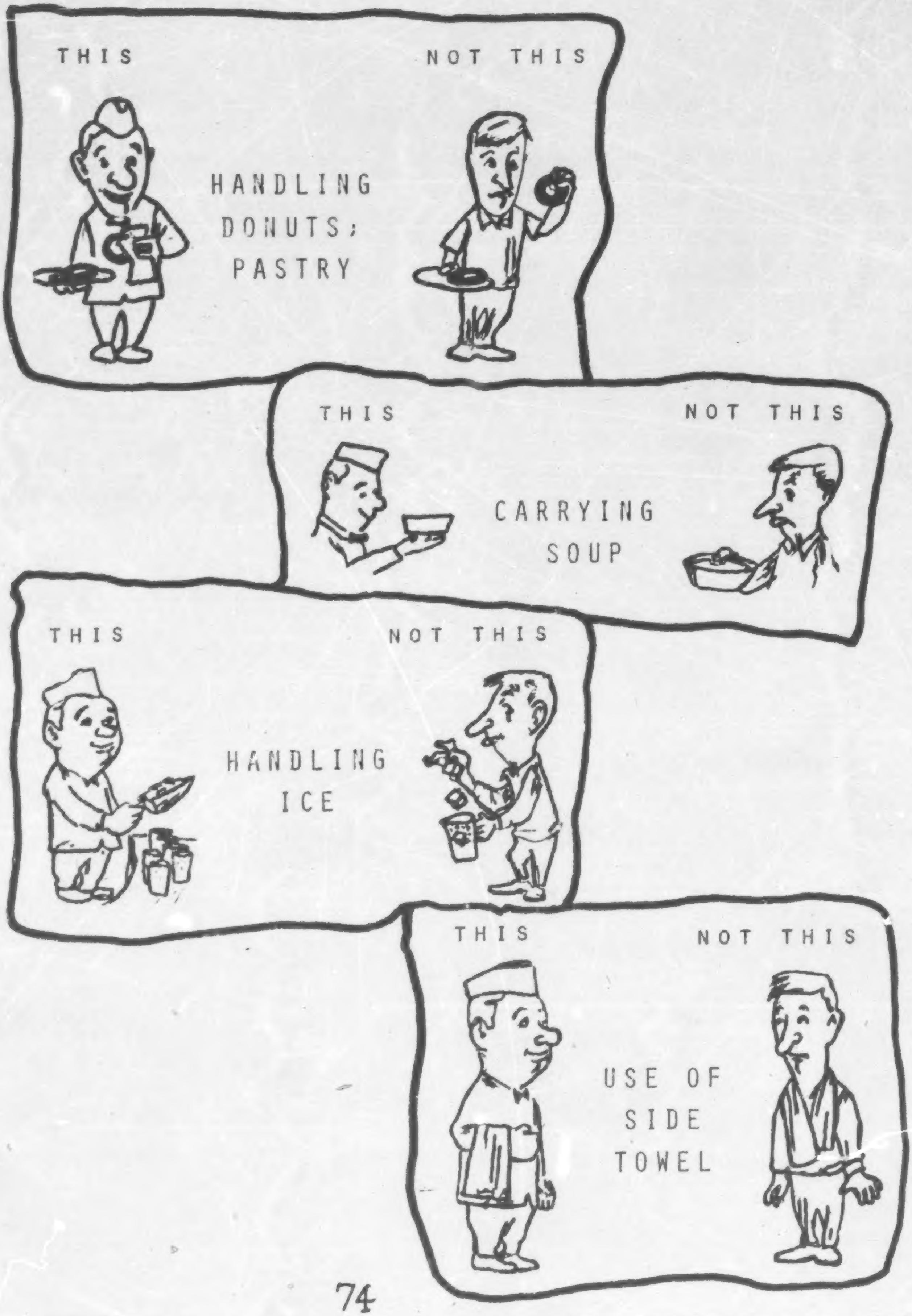

THIS
NOT THIS
HANDLING DONUTS; PASTRY
THIS
NOT THIS
CARRYING SOUP
THIS
NOT THIS
HANDLING ICE
THIS
NOT THIS
USE OF SIDE TOWEL

STANDARDS FOR CLEANLINESS

If a restaurant is to have a reputation for being a clean place in which to eat, each worker must share responsibility for upholding high standards of cleanliness. The salesperson can assist in this program by:

1. Attending to personal cleanliness. A clean person clad in a clean uniform and ready to work with clean hands makes a favorable impression on customers.
2. Maintaining a clean serving station.
3. Using clean methods of work.

Cleanliness in one's work requires not only a knowledge of what to do, but constant care in doing it. To insure clean methods of work:

1. Avoid touching the hair or face when on duty; wash hands before handling food or dishes.
2. Avoid using a handkerchief in the dining room unless it is necessary. After doing so, wash hands immediately.
3. Wash hands carefully before leaving the washroom.
4. Avoid extending fingers over the rims of plates. Never touch the food.
5. Avoid handling cups and glasses by the rims.
6. Always hold glasses by the bases and cups by the handles.
7. Carefully remove all used dishes and silverware to prevent their being reused before they are washed.
8. Handle silverware by the handles and do not touch fork tines, knife blades, or spoon bowls with the fingers.
9. Do not serve food which has fallen from a plate.
10. Do not use silverware or napkins which have dropped to the floor.
11. Handle moist food with a fork or spoon, never with the fingers.
12. Be sure that the bottoms of plates are wiped clean before they are set on the table. Do this at the serving stand, not in front of the guest.
13. Wipe the tops of milk bottles with a clean cloth before removing the caps.
14. Never carry a side towel over the shoulder or under the arm.
15. Keep serving trays wiped clean on edges, top, and bottom to avoid soiling the uniform, the dishes, or the table cloth.

16. Use a clean cloth when wiping spots of food from dishes.

After using special pieces of equipment, such as the juice extractor or the malted milk mixer, dismantle, scrub, and reassemble correctly:

1. Rinse ice cream dippers and pat dry before reusing, so that the colors and flavors of the ice cream are not impaired.
2. Use clean individual spoons for dishing foods, to avoid blending flavors.
3. Remove silver spoons from bowls of mayonnaise, chopped eggs, catsup, and other dressings and relishes before putting them away.
4. Wipe the outside and rims of condiment jars and the mouths of pitchers before replacing them in the ice box.
5. Return covers to jars, and screw caps on straight.

MARK EACH STATEMENT WITH A "T" IF YOU THINK IT IS TRUE OR WITH AN "F" IF YOU THINK IT IS FALSE.

____ 1. All food handlers must be clean.

____ 2. Periodic health examinations are good for food handlers and all other people.

____ 3. Customers are too busy to notice good service.

____ 4. A food handler should wash his hands more often.

____ 5. The side towel is used to wipe off table tops and polish plates and silverware.

____ 6. Food handlers should wear a net to keep hair from falling into the food.

____ 7. A waitress should never hold knives, forks, or spoons by the handles because this is the part that the customer handles and he wants it clean.

____ 8. Food handlers should keep their finger nails reasonably short and always clean.

____ 9. A pleasant smile, sweet breath, and clean teeth add to your good looks.

____ 10. It is important to handle soiled dishes and glasses properly.

____ 11. Food handlers should not smoke, chew gum, or "nibble" while on duty.

____ 12. A food handler should always report to his employer when sick and should never work with foods while suffering from a cold, boils, or any catching disease.

____ 13. A food handler should never handle the face, nose, or hair while on duty.

____ 14. Persons wearing clean uniforms do cleaner and neater work.

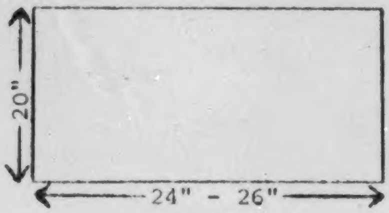
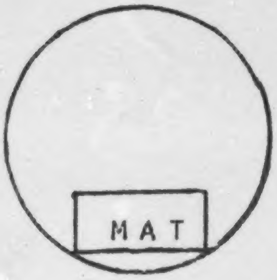
____ 15. Everyone should wash the hands thoroughly with warm water and soap after visiting the toilet.

SECTION
III

Outline of the Material to be Taught	Suggestions for Teaching Material
PREPARATION	Ask: What things do you do at your establishment in preparation?
A. Saves time, money, tension, fatigue.	List on chalk board and discuss.
B. Will aid you in making yours a top-notch program of service.	Ask: What is the importance?
	Have you ever felt unprepared?
	If so, how did it affect you?
	How can preparation affect fatigue?
	After discussion of the above questions, utilize INSERT #28 -- Tension -- as a handout to complete discussion and to pick up any forgotten items.
THE MENU	
-- The blueprint as to how you will function.	As a salesperson, you must know all there is to know about the products you are selling.
A. Know How To Pronouce The Words On The Menu.	Many are French and unfamiliar. If you should attempt to use them in front of your customer without first knowing how to pronounce them, you'll probably look and feel very silly. You might go even farther and know something about their meaning.
B. Know The Approximate Amount Of Food In Each Menu Item.	Ask: Why?
	If the customer isn't very hungry, you should be qualified to suggest a meal appropriate to his desire. The same is true for a person who is famished.
C. Be Able To Recognize Food Items.	Ask: Why?
1. Often it's necessary to describe the food to the customer. 2. It will help you to spot the order when picking up the food from the kitchen. 3. You may be responsible for what you serve.	Never accept anything from the kitchen

Outline of the Material to be Taught	Suggestions for Teaching Material
	that you feel is below the quality which the customer is entitled to. Mistakes occur in food preparation---you must know what quality is and only allow it to be served to the customer. *Be careful here---some establishments feel that their chefs should not be questioned because of their expertise.
D. Recognize Quality By Appearance. 1. "Eye-appeal". a. This is the customer's reaction to attractiveness, color, form, neatness, and garnish of food. b. In general, the entire picture of the food served should be pleasing. c. Appropriate dish---the plate is a frame for what is being served. 2. Neatness. a. Food should always be well placed and attractively arranged. b. Care should be taken to see that: (1) Cups are well filled but not overflowing. (2) Food is not dripped or spilled on plate edges. (3) Excess juice from one food does not mingle with other foods. (4) Fat has been well drained. (5) Fingerprints and stains are not on glass or plate edges.	"90% of food taste comes from appearance."
E. Know What The Menu Items Taste Like. There is no way you can effectively tell the guest what the special salad dressing, for example, tastes like unless you've experienced it.	This normally creates a lot of conversation, and "How could we afford to do that?" type of comments; but the important point to be made here is that you can better effectively describe or tell the guests about the establishment's food, if you know what it tastes like.

Outline of the Material to be Taught	Suggestions for Teaching Material
F. Know The Preparation Times Of All Menu Items.	Ask: Why?
1. Consult the food preparation department concerning times of your menu items during slow, regular, and peak periods of service.	
2. Know if the kitchen is busy, thus allowing a few more minutes.	
3. When the meal will take 20 minutes to prepare, stagger what is taken to the table so that the guest won't seem unattended while he waits for his meal.	
4. By knowing times, you'll be able to suggest a quick meal for the customer who's in a rush.	
G. Know Preparation Method Of Menu Items.	
1. When a customer asks if something is prepared a specific way, be able to correctly answer. (For example, deep-fried)	
2. Know what your kitchen is capable of preparing in Special Orders (for example, dietary problems). If not sure, ask before you promise the guest.	
H. Know What Ingredients Are In The Menu.	No one expects you to know all recipes, but it is possible to know foods high and low in calories.
I. Know What Should Accompany Food. 1. Pancake syrup with hot cakes, French toast, fritters. 2. Mint jelly with lamb.	The professional must be clearly informed about the menu. Menu awareness definitely figures into the customer's opinion of his service (*tips*).
J. Be Alert To Foods That Run Out.	Know as much as possible about each of these menu items discussed. The more you know, the better it is for you. Some of these areas are a must.

Outline of the Material to be Taught	Suggestions for Teaching Material
	INSERT #29. Use as a handout. The Menu. Use to summarize or for the students' reference.
TABLE APPOINTMENTS AND SETTINGS	It is impossible to talk about *all* of the table settings used today. Thus, we will talk about a few representative examples of what is used.
A. Cover. Space given to each customer is 24" to 26" of table edge and extends into the table or counter about 20". B. Table Cloth. Center fold is in the center of the table, dropping evenly on all sides. 10" to 15" is the maximum desirable length for the drop from the edge of the table.	Illustration: 
C. Set Line. This is the line parallel to the edge of the table and 1" from the bottom of the cover. All the silver is placed so that the butt point of each individual piece touches the set line.	Ask: Why do we have a 1" distance between the edge of the table and the set line? This is so that we can prevent customer embarrassment caused by knocking silverware to the floor and in order to increase customer safety.
D. Table Cover. dinnerware glasses silverware linens For Each Person E. Place Mats 1. These are to be lined up with the edge of the table. 2. On round or oval table, lay rectangular mats so corners are flush with table edge.	

Outline of the Material to be Taught	Suggestions for Teaching Material
3. Round mats should just touch table edge.	
F. Silverware (for meals with appetizer, salad, or entree).	
1. In general, the pieces are laid in order of use, from the outside toward the plate.	Pieces are laid close together, not touching, with bottom edge of each piece on the set line.
2. Place dinner knife (with cutting edge towards the plate) at the right of the plate.	INSERT #30. Use as an overhead. Uncover: Silverware For Salad Or Entree.
3. Lay teaspoon (with bowl facing up) to right of knife.	
4. Lay dinner fork (with tines facing up) to the left of the dinner plate, equidistant from plate as the knife is on the right.	
5. If salad fork is used (a fork that has a shorter handle and often wider and shorter tines than a dinner fork), place it to the left of the dinner fork.	
6. Butter spreaders are short, blunt knives that are very seldom used. If used, they are placed parallel to the set line, on the upper part of the bread and butter plate.	
7. Steak knives (with serrated, extra sharp cutting edges) are placed to the right of the dinner knife.	
8. Soup spoon or cereal spoon (the larger bowled spoon) is placed to the right of the teaspoon.	
9. Appetizer fork (a small fork used for seafood cocktails) is placed to the right of the teaspoon.	

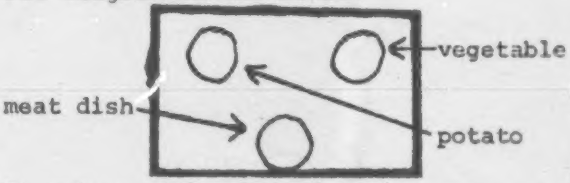
Outline of the Material to be Taught	Suggestions for Teaching Material
G. Silverware Placement Variations.	
1. The above placement (traditional).	Convenient for the guest and gives the cover an orderly appearance at all times.
2. Placement to the right or left of the dinner plate in order of descending size.	Generally confusing to the guest, who might use large spoon for coffee, small spoon for soup.
3. Placement for fast food operations---all silverware is placed on the napkin and then in the center of the cover.	It would be better and more convenient for the server if it were to the left, so that placing the entree could be done easily.
4. Sometimes, because of the wide choice of menu items, extra silverware, such as the steak knife, are not placed on the table ahead of time.	Before that part of the meal is served or when it is served, place the correct silverware at the guest's cover. Common sense should dictate when and where to place it. Consider how much time you have before it's served, and how much you will be carrying when serving it. Be sure the guest has it, though, because a guest who has to wait for the utensil while his food is before him will undoubtedly be provoked.
H. Placement Of Glassware.	
1. Water glass---at the tip of the dinner knife. When space is a problem, the position can be lowered to the right or left. Place it where it is easily grasped and looks best.	INSERT #30. Uncover: Placement Of Glassware.
2. Glasses of milk---to the right of the water glass, but down 2 or 3 inches.	Refer to INSERT #30.
3. Juice glass. a. As an appetizer: place juice on a liner plate and place in center of cover between knife and fork. b. As part of the main course (as in breakfast): it should be placed in the same position as milk glass. If milk	Refer to INSERT #30.

Outline of the Material to be Taught	Suggestions for Teaching Material
is also there, put juice above milk.	
I. Representative Examples Of Table Settings.	Hold a general discussion of the following:
1. Breakfast.	INSERT #31. Use as an overhead.
a. Simple.	Uncover: Simple Breakfast.
b. Complex.	Uncover: Complex Breakfast.
2. Lunch.	INSERT #32. Use as an overhead. Uncover: Lunch.
3. Dinner.	
a. Simple.	INSERT #32. Uncover: Simple Dinner.
b. Complex.	INSERT #33. Complex Dinner.
4. Condensed settings.	A number of restaurants are reducing the size of "cover" space allotted per customer. If you're working under a reduced cover space, you'll find it difficult to place silver in its "proper" place. Thus, condense both the amount and position of silver and plates placed on the table.
a. Place the coffee cup above the knife on the right, and the salad plate above the fork on the left.	
b. Place all dishes directly in front of the customer.	You might want to diagram or demonstrate the suggestions.
c. The water glass can be placed above the coffee cup.	
d. Bread and butter can be served on a single plate or basket placed in the center of the table.	
e. The napkin can be placed in the center of the cover.	
f. Be on guard against spills and knockovers.	Customers aren't always pleased to eat from such a cover. They don't

Outline of the Material to be Taught	Suggestions for Teaching Material
	like to feel like sardines. Anything you can do to make the small cover more comfortable for the customer you will find rewarding. Customers in cramped quarters are more likely to accidentally upset items.
5. Soup and sandwich settings.	INSERT #34. Use as an overhead. Soup And Sandwich Setting.
6. Salad settings.	An increasing number of salads are being served in today's restaurants. The new emphasis on low calorie content of meals, especially at noon, makes them very attractive for the ladies as well as over-indulgent executives.
a. Guest serves self. Customer will dish the salad from the salad bowl onto his service plate. He will then eat the salad from the service plate.	INSERT #35. Use as an overhead. Uncover: Guest Serves Self.
b. Guest does not serve self. You'll place the salad bowl and underliner on the center of the cover in front of the customer.	INSERT #35. Uncover: Guest Does Not Serve Self.
7. Dessert settings.	
a.. Never let dirty silverware remain on the table!	
b. Remember these simple rules: (1) Use a fork with dessert plate. (2) Use a spoon with dessert dishes. (3) With children ten years of age and under, a good idea is to use spoons with either plates or dishes.	
(4) Use a knife with a plate of cheese.	Here the knife is placed on the right-hand side of the cheese plate after the plate is served. Place this knife with your right hand from the right side of the guest.

Outline of the Material to be Taught	Suggestions for Teaching Material
(5) Always place dessert silverware (except for cheese knife) before serving desserts.	
(6) Always use clean silverware with dessert service.	
(7) A clean coffee cup should be substituted in the dessert set-up for one soiled with ashes or other refuse.	
	INSERT #36. Use as an overhead or handout. Dessert Service.
	INSERT #37. Use as an overhead or handout. Dessert Set-Ups.
	INSERT #38. Use as an overhead or handout to review. Table Service For Typical Restaurants.
TABLE SERVICE	
A. Table Service Varies From Operation To Operation. There are two conditions that never vary.	
1. Each food service unit must follow the method appropriate to its particular conditions.	
2. Each sales hostess must learn to follow the serving directions exactly, so that service will be uniform.	
B. Order Of Picking Up. So that hot foods reach the customer hot, and cold foods reach him cold, the sales hostess follows a strict sequence of pick-up. While a great deal depends on the kitchen layout, some general rules do apply.	
1. The waiter collects all the serving equipment that he needs	

Outline of the Material to be Taught	Suggestions for Teaching Material
for the food and accompaniments: lemon wedges, tarter sauce, mayonnaise, horseradish, etc.	
2. Cold foods are picked up next and placed on the tray away from where hot foods will go.	
3. Hot foods are picked up last and, if possible, covered.	
4. Hot plates and cold plates are picked up.	
C. Basic Rules Of Table Service.	
1. Serve all food from the left of the guest, except when special circumstances (a wall or pillar) make this inconvenient for the guest.	
2. Serve all beverages from the guest's right. Do not lift glasses from the table but slide them toward the edge when necessary. Fill water glasses two-thirds full.	
3. Clear from the right. This is the practice in most operations, but some excellent restaurants clear from the left. The whole crew must use the same side---either left or right---but not both.	
4. Do not stack plates in front of the guest; move behind him, slightly out of his sight. Never leave a guest's place bare---one course follows another.	
5. When replacing one course with another, remove from the guest's right with the right hand, and replace with the next course from the left with your left hand.	

Outline of the Material to be Taught	Suggestions for Teaching Material
6. Serve hot foods hot, cold foods cold.	
7. Serve everyone in the party the same course at the same time.	
8. Crumbs, bread, and side dish plates should always be removed before the dessert is brought. Crumbs are picked up with a crumber or brushed away to the edge of the table onto a 9" dinner plate.	
9. Fill water and beverage glasses, replace cutlery, clear away side dishes, bring bread, empty ash-trays---before being asked.	
D. Extra Side Dish Placement.	Place the food with eye appeal. Don't put all of the brown together and all the green together---break up the monotony with a varied distribution. Example: alternate *green* salad, then *brown* potatoes, then *green* vegetables, and finally *brown* beverage. Put diagram on the board:  Remember: 90% of food taste comes from appearance. Suggestion: When meat with a bone is served, the bone should be at the top. Ask: Why? So that the customer can cut right into the meat without turning the plate or moving the serving around on the plate to get away from the bone.

Outline of the Material to be Taught	Suggestions for Teaching Material
E. Booth Service.	
1. FFor balance, stand at the end of tthe booth's open end with the side of your hip against the open end of the wall booth or table.	
2. Serve with the hand away from the guest so you don't cut across the front of your guest.	
3. To serve someone on the opposite side of the table, place the other side of your hip against the edge of the booth and use the hand farthest from the guest.	
4. In serving a booth of four---first carry two plates to the table. Secondly serve the farthest guest first. Thirdly, transfer the second plate to your other hand. Serve the second plate with your hand farthest from the guest.	
5. In clearing, use the same method. This allows you to be more graceful and permits gracious serving without danger of knocking over glasses because of flying elbows and hands.	
6. Before serving each new course, remove the dishes from the previous course. Before removing any dishes, however, ask the guest if he is finished.	A guest at Table 3 hasn't eaten anything in the last ten minutes. Should Judy take away her dish without asking her permission? No.
7. When dessert time comes, serve the dessert and then let your guests finish eating. Stay close by and watch for signs that they want their check: a. Reaching for a wallet or purse. b. Putting on their coats.	

Outline of the Material to be Taught	Suggestions for Teaching Material
F. Counter	
1. Customers expect quick and cheerful service.	
2. Stand with your right hip next to the counter.	
3. Serve with your right hand from the customer's left side.	
TECHNIQUES IN TRAY HANDLING	INSERT #39. Use as a handout. Techniques In Tray Handling.
A. Place heavier plates in center, lighter pieces toward edges.	
B. Do not place cups on saucers.	
C. Do not allow hot dishes to touch cold ones.	
D. Do not fill tea and coffee pots so full that liquid will leak from the spouts.	
E. Turn pot spouts in and away from plates of food so that they will not spill in the food.	
F. Load the tray for balance so that the items will not slip or spill. Be sure that the tray is clean.	
G. Before leaving the serving section, you should check to see that:	
1. The order is correct. 2. The order is complete. 3. The food is properly cooked. 4. The right quantity has been served. 5. The order is properly garnished. 6. The order is attractively served. 7. There is no spilled food on edges of dishes.	
H. Lift the right way. Lift with your legs, not with the muscles of your back.	

Outline of the Material to be Taught	Suggestions for Teaching Material
I. Carry the tray shoulder high, not at waist level. This eliminates the possibility of running the tray into a seated guest. Carrying the tray in this position forces the thighs, legs, shoulders, and arms, rather than the back, to carry the weight. Also, the shoulder can be used to help carry the load if the tray is heavy.	
J. Keep your hand flat against the bottom of the tray.	

TENSION

"CURTAIN GOING UP ....
ARE YOU READY?"

Certainly you'll be ready for that first IMPORTANT CUSTOMER --- if you've checked out these NECESSARY duties BEFORE he arrives . . .

1. Stations, Tables, Chairs --- all clean, dust-free, and arranged properly.

2. Service Stations and Sideboard --- fully set up and adequately stocked.

3. Sugar bowls, Salt & Pepper Shakers --- all cleaned and filled.

4. Table Set-Ups --- complete and correct.

5. Menus --- clean and complete, with current clip-ons.

6. Service Napkins --- clean and stocked.

7. Side-Work Items --- clean and stocked correctly.

   - sauce, syrup, and condiment containers --- washed.
   - glasses and silver --- checked for cleanliness and brightness.
   - napkins --- folded (paper ones -- container filled).
   - creamers, butter pats, and ice --- conveniently placed for quick access.
   - serving trays --- clean and plentiful.

INSERT #29

THE MENU

1. Know how to pronounce the words on the menu.
2. Know the approximate amount of food in each menu item.
3. Be able to recognize food items.
4. Recognize quality by appearance.
5. Know what the menu items taste like.
6. Know preparation method of menu items.
7. Know what ingredients are in menu items.
8. Know what is to be served with each type of meal.
9. Know what should accompany food.
10. Be alert to foods that run out.

Ragout (ra-gōō)

ala carte (a-la-kart)

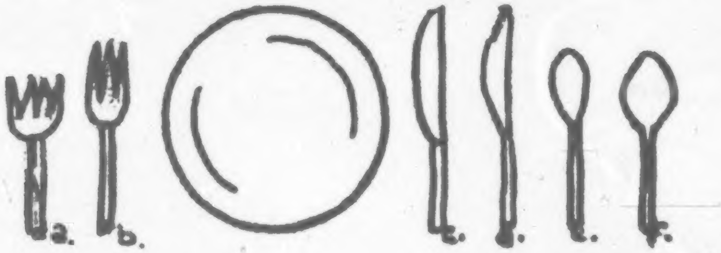
filet (fil-lāy)

entree (ahn-trāy)

Creole (krē-ōl)

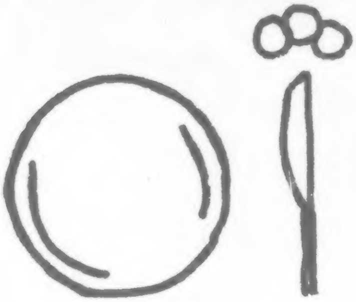
INSERT #30

SILVERWARE FOR SALAD OR ENTREE

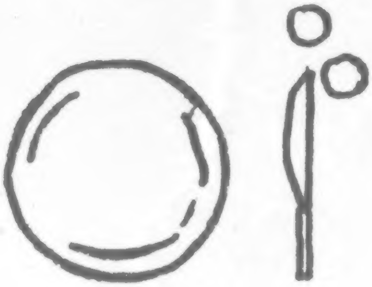


A. salad fork
B. dinner fork
C. dinner knife
D. steak knife
E. teaspoon
F. soup spoon

PLACEMENT OF GLASSWARE

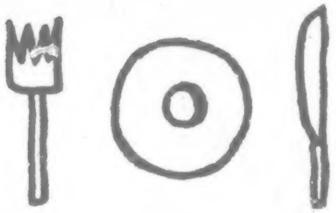


WATER GLASS is placed at the tip of the dinner knife. When space is a problem the position can be lowered to the right or left.

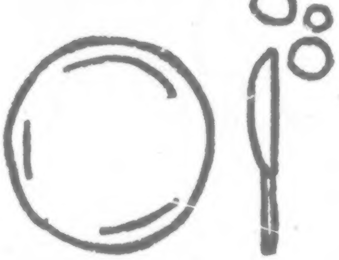


GLASSES OF MILK are placed to the right of the water glass but down about 2 or 3 inches.

JUICE

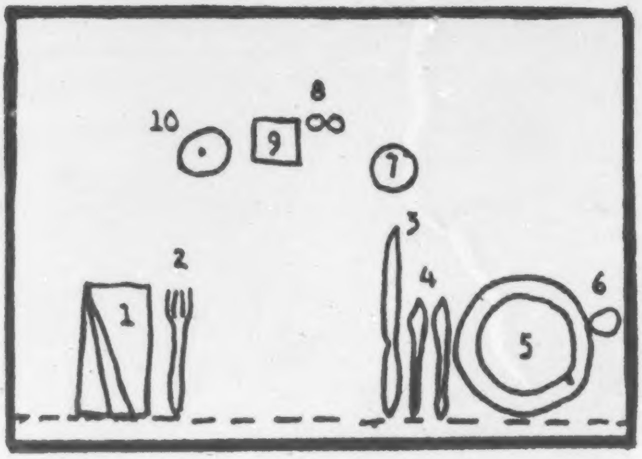


As an appetizer -- place juice glass on a liner plate and place in center of cover between knife and fork.



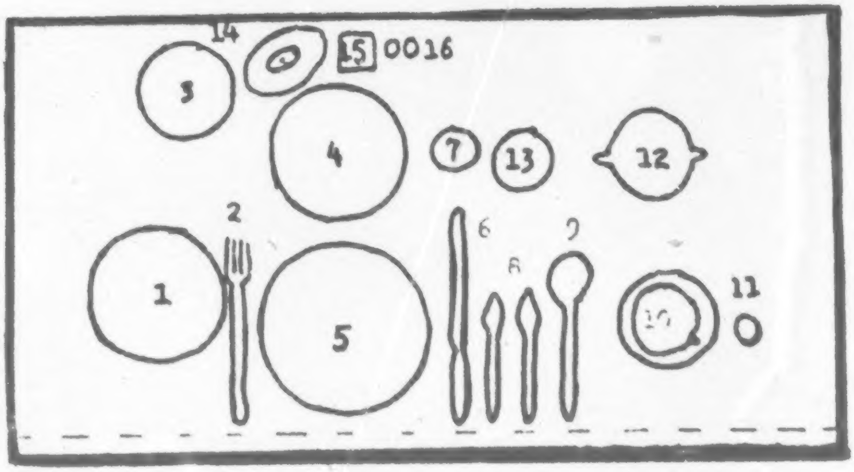
As part of the main course -- it should be placed in the same position as milk glass. If milk is also there, put juice above milk.

SIMPLE BREAKFAST



1. Napkin
2. Dinner Fork
3. Dinner Knife
4. Teaspoons
5. Beverage
6. Creamer
7. Water Glass
8. Salt & Pepper Shakers
9. Ashtray
10. Sugar Bowl

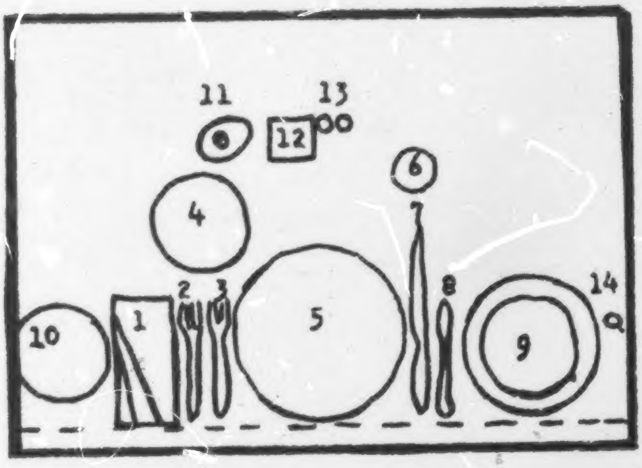
COMPLEX BREAKFAST



1. Rasher Plate
2. Dinner Fork
3. Toast Plate
4. Hot Cakes, Waffles, Etc.
5. Dinner or Service Plate
6. Dinner Knife
7. Water Glass
8. Teaspoons
9. Cereal Spoon
10. Beverage
11. Creamer
12. Coffee Pot
13. Syrup
14. Sugar Bowl
15. Ashtray
16. Salt & Pepper Shakers

INSERT #32

LUNCH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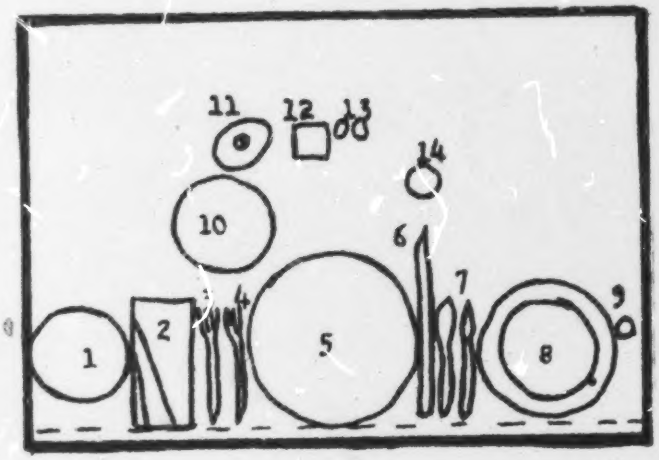
1. Napkin
2. Salad Fork
3. Dinner Fork
4. Bread & Butter Plate
5. Dinner Plate
6. Water Glass
7. Dinner Knife
8. Teaspoon
9. Beverage
10. Salad Bowl
11. Sugar Bowl
12. Ashtray
13. Salt & Pepper Shakers
14. Creamer

SIMPLE DINNER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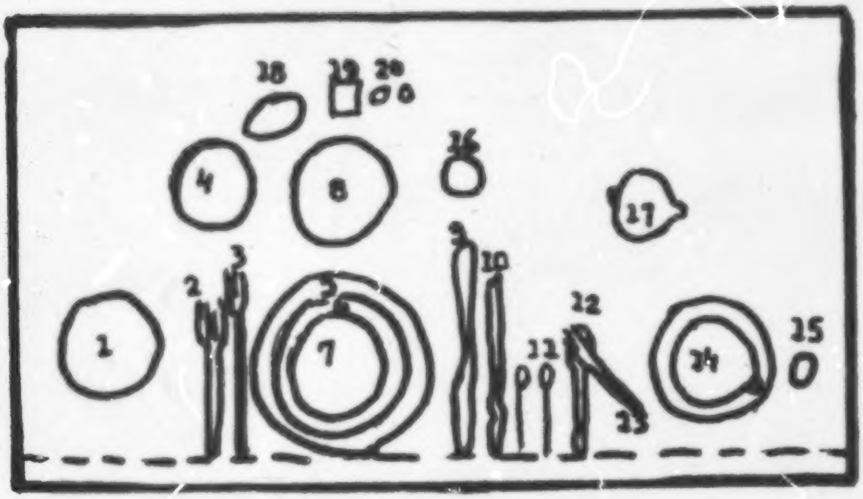
1. Salad Bowl
2. Napkin
3. Salad Fork
4. Dinner Fork
5. Dinner Plate
6. Dinner Knife
7. Teaspoons
8. Beverage
9. Creamer
10. Bread & Butter Plate
11. Sugar Bowl
12. Ashtray
13. Salt & Pepper Shakers
14. Water Glass

INSERT #33

COMPLEX DINNER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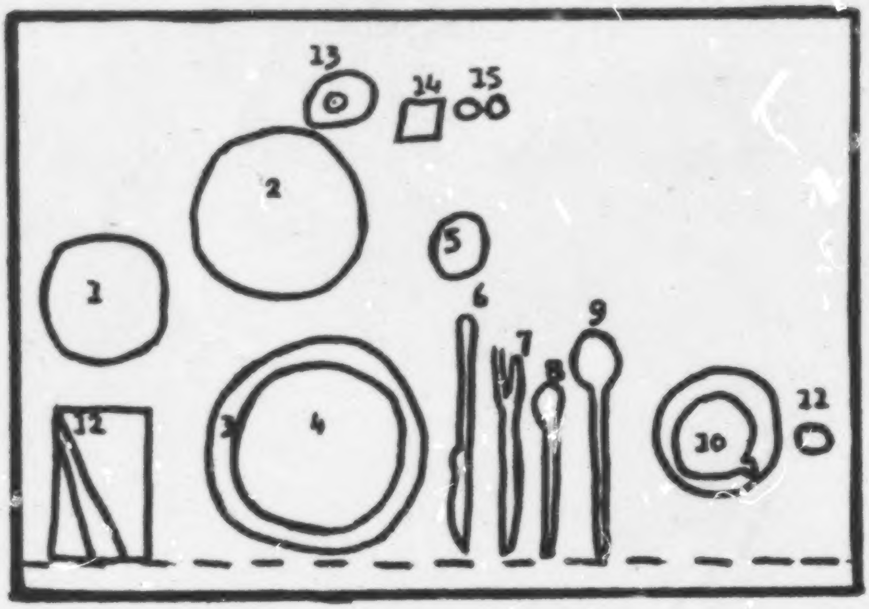
1. Salad Plate
2. Salad Fork
3. Dinner Fork
4. Bread & Butter Plate
5. Dinner Plate
6. Cocktail Underliner
7. Appetizer
8. Casserole or Side Dish
9. Dinner Knife
10. Steak Knife
11. Teaspoons
12. Soup Spoon
13. Cocktail Fork
14. Cup & Saucer
15. Creamer
16. Water Glass
17. Coffee Pot
18. Sugar Bowl
19. Ashtray
20. Salt & Pepper

SOUP AND SANDWICH SETTING



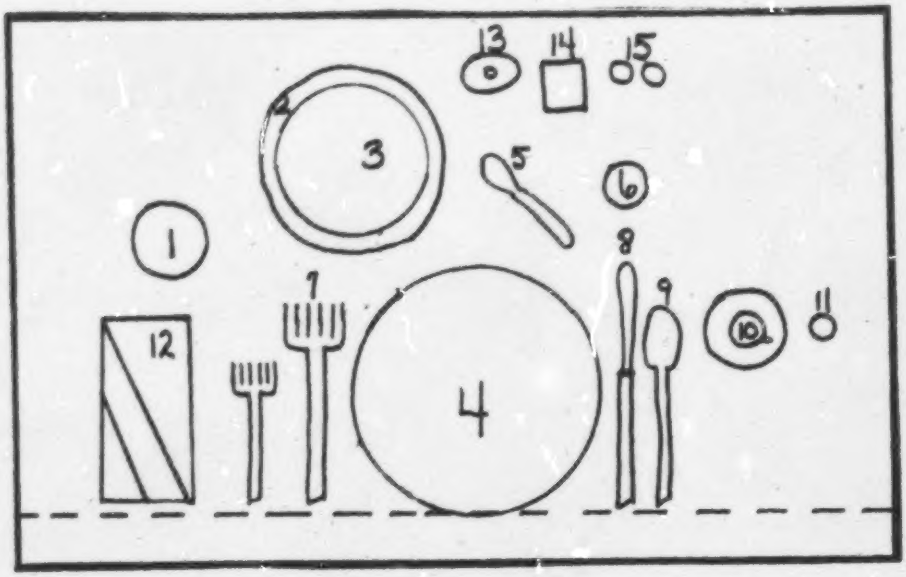
1. Bread & Butter (crackers) Plate
2. Sandwich Plate (combined service)
3. Soup Plate Underliner
4. Soup Plate
5. Water Glass
6. Dinner Knife
7. Dinner Fork
8. Teaspoon
9. Soup Spoon
10. Beverage
11. Creamer
12. Napkin
13. Sugar Bowl
14. Ashtray
15. Salt & Pepper Shakers

INSERT #35

SALAD SETTING

*

GUEST SERVES SELF

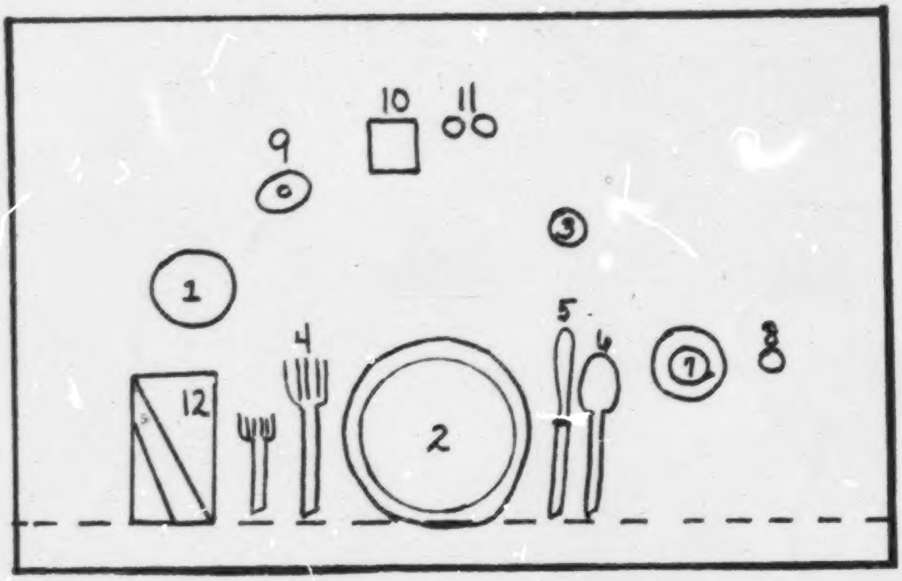


1. Bread & Butter Plate
2. Salad Bowl Underliner
3. Salad Bowl
4. Service Plate
5. Serving spoon
6. Water Glass
7. Dinner Fork
8. Dinner Knife
9. Teaspoon
10. Beverage
11. Creamer
12. Napkin
13. Sugar Bowl
14. Ashtray
15. Salt & Pepper Shakers

SALAD SETTING

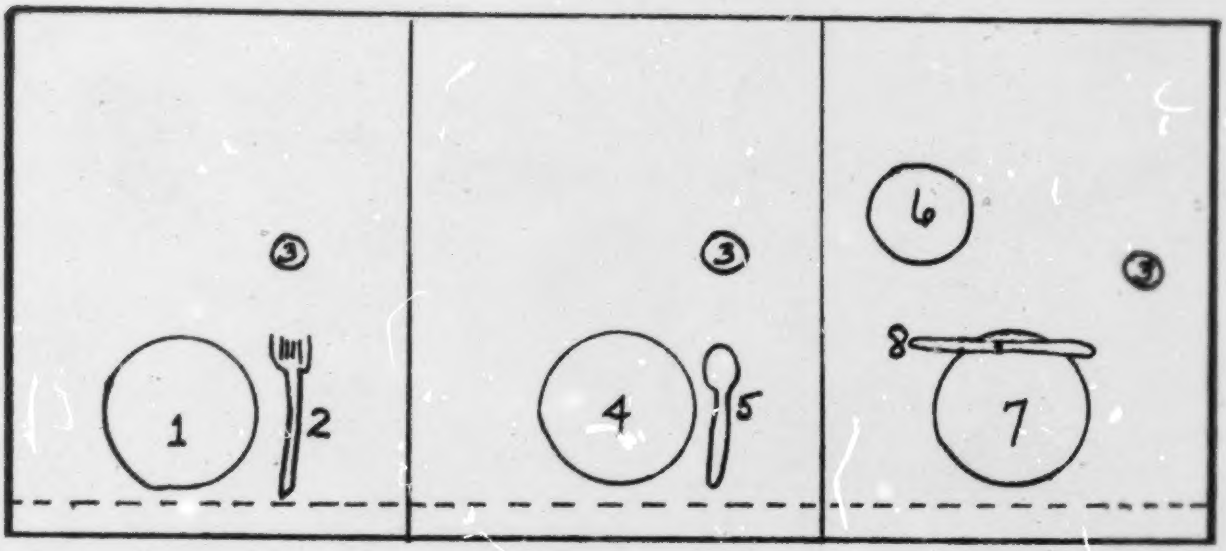
*

GUEST DOES NOT SERVE SELF



1. Bread & Butter Plate
2. Salad Bowl and Underliner
3. Water Glass
4. Dinner Fork
5. Dinner Knife
6. Teaspoon
7. Beverage
8. Creamer
9. Sugar Bowl
10. Ashtray
11. Salt & Pepper Shakers
12. Napkin

DESSERT SERVICE



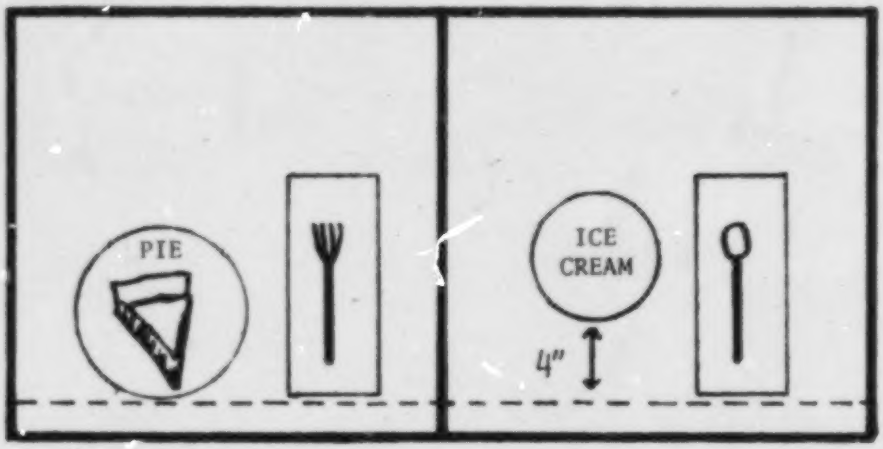
1. Dessert Plate
2. Dessert or Dinner Fork
3. Water Glass
4. Dessert Dish, Glass, or Bowl
5. Dessert Spoon
6. Bread & Butter Plate
7. Cheese Plate
8. Dinner Knife

DESSERT SET-UPS

A. COORDINATE: PLATE/FORK DISH/SPOON

B. SILVER FIRST — TO RIGHT

C. POINT PRODUCT TO CUSTOMER



COFFEE ALONE

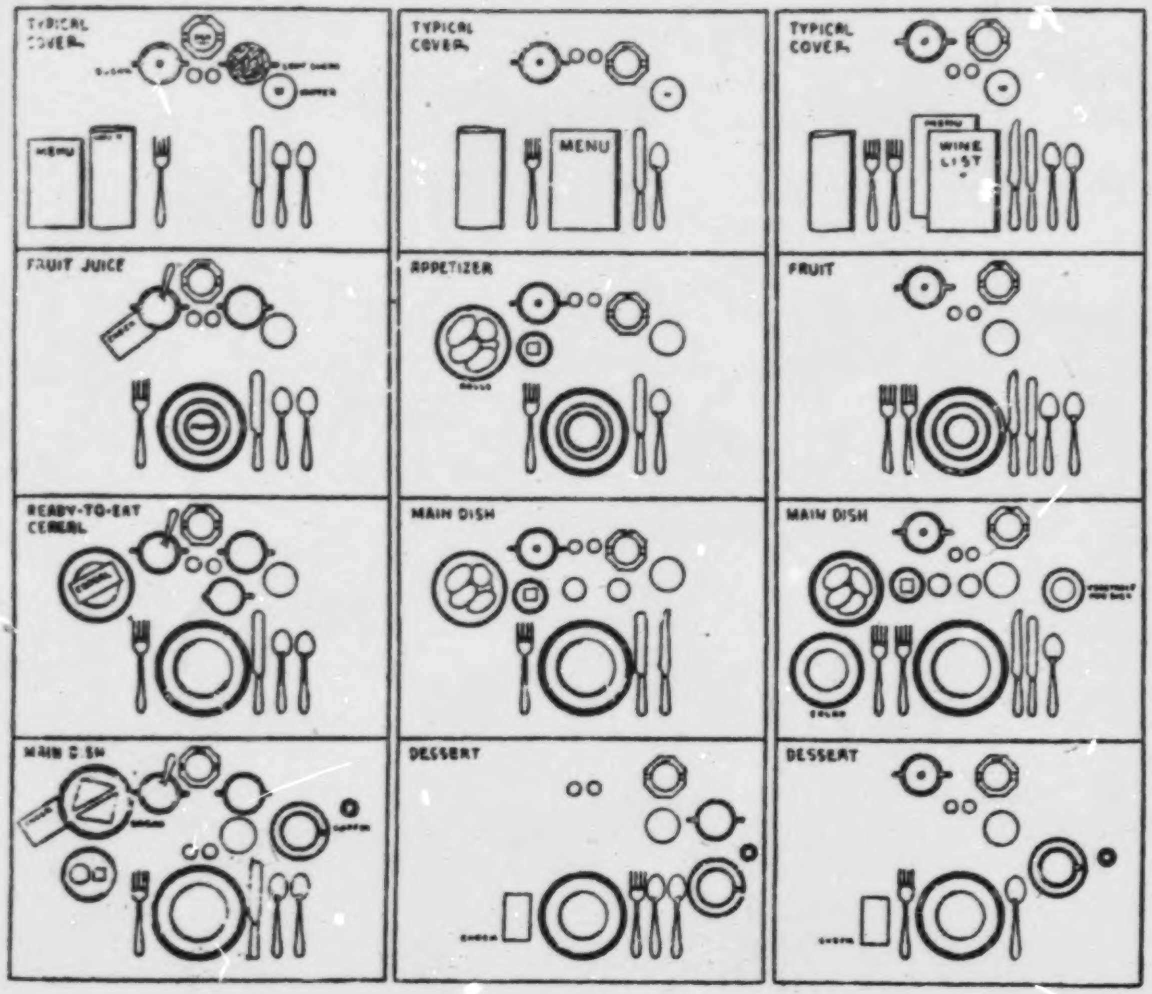
SPOON ON SAUCER

NO NAPKIN

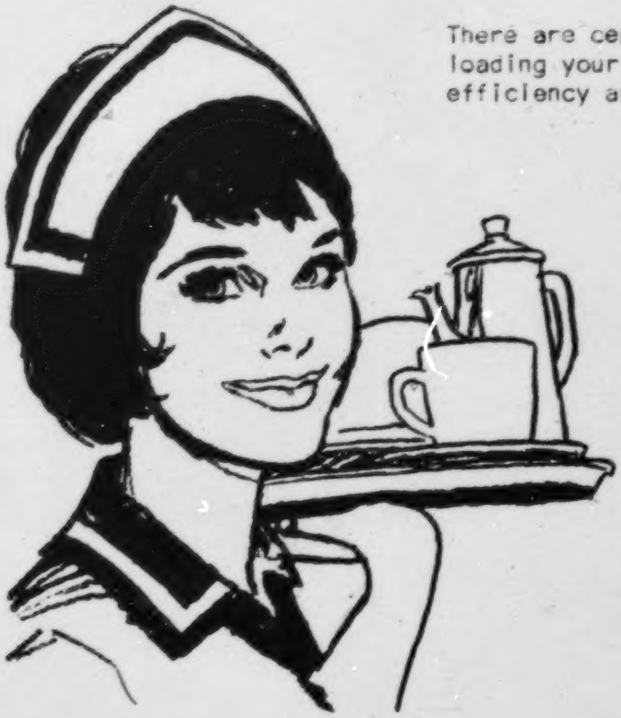
INSERT #38

TABLE SERVICE FOR TYPICAL RESTAURANTS

for BREAKFAST . . . . . . for LUNCHEON . . . . . . for DINNER . . . . . .


TYPICAL COVER
MENU
TYPICAL COVER
MENU
TYPICAL COVER
MENU
WINE LIST
FRUIT JUICE
CHECK
APPETIZER
FRUIT
READY-TO-EAT CEREAL
MAIN DISH
MAIN DISH
MAIN DISH
DESSERT
CHECK
DESSERT
CHECK

TECHNIQUES IN TRAY HANDLING



There are certain techniques that you can use in loading your trays that will add to both your efficiency and your safety.

A. Place heavier plates in center, lighter pieces toward edges.

B. Do not place cups on saucers.

C. Do not allow hot dishes to touch cold ones.

D. Do not fill tea and coffee pots so full that liquid will leak from the spouts.

E. Turn pot spouts in, and away from plates of food so that they will not spill in the food.

F. Load the tray for balance so that the items will not slip or spill. Be sure that the tray is clean.

G. Before leaving the serving section, you should check to see that:

1. The order is correct.
2. The order is complete.
3. The food is properly cooked.
4. The right quantity has been served.
5. The order is properly garnished.
6. The order is attractively served.
7. There is no spilled food on edges of dishes.

H. Lift the right way. Lift with your legs, not with the muscles of your back.

I. Carry the tray shoulder high, not at waist level. This eliminates the possibility of running the tray into a seated guest. Carrying the tray in this position forces the thighs, legs, shoulders, and arms, rather than the back, to carry the weight. Also, the shoulder can be used to help carry the load if the tray is heavy.

J. Keep your hand flat against the bottom of the tray.

SECTION
IV

Outline of the Material to be Taught	Suggestions for Teaching Material
PROFESSIONAL PRESENTATION	
Talking is as important as your appearance.	Use flannel board and develop a face.
A. Look directly at the customer to whom you are speaking so he knows that you are alert to his questions or answers.	Pair of eyeballs.
B. Speak directly to the customer.	Mouth (in a SMILE) with arrow outward.
C. Move entire mouth; if lips and jaw don't move, speech is muffled.	
D. Speak slowly.	
E. Speak distinctly.	
F. Speak courteously---no slang or profanity.	
G. Speak to be understood; use appropriate vocabulary.	
H. Speak loud enough.	
I. SMILE when you speak; this generally creates a friendly reaction from your guest. 1. Helps make the meal enjoyable. 2. Usually results in a larger tip. 3. Hopefully encourages the customer to return.	
J. In a friendly manner, speak only what is necessary or required. When a customer comes in, he's hungry. He wants dinner, not a verbal expose from the waitress. Being chatty only slows you down and keeps the customer from his meal.	
K. Never chew gum while working as a sales hostess.	
L. Above all, listen---fewer mistakes in the menu order occur when you have been alert. No communication occurs unless one person listens.	Pair of ears.

Outline of the Material to be Taught	Suggestions for Teaching Material
THE ORDER	
A. Greeting The Guest	
1. Have a professional attitude.	
2. Approach the guest with:	
a. A SMILE.	Your SMILE: expression of "I certainly am glad I'm about to make your acquaintance."
b. A cheerful and friendly voice.	
c. Enthusiasm.	Facial expression MUST coincide with verbal greeting.
3. Address your guest:	
a. "Hello" - "How are you?"	Be sure not to let your greeting get involved so that you waste your time and your guest's time.
b. "Sir" - "Miss" - "Ma'am" - "Good morning" - etc.	
c. Add a personal note of welcome, such as "Welcome to Tom's".	General politeness and amiability is obviously expected of food and beverage personnel.
4. If an item on the menu runs out, tell the customer when you present the menu folder to him so he doesn't choose something that's not available.	Look out for that stranger---and your guest is a stranger in surroundings that are not well known to him. Your uncertain guest needs a guide---a friend who will take him by the hand down the path of pleasurable dining.
5. A glass of water -- our American emblem of service.	
B. When To Take The Order	
Customer opinion survey indicates that the guest prefers certain approaches.	This varies depending on the type of restaurant and the type of clientele it has developed.
1. Breakfast.	
a. Only immediate order-taking is preferred.	
b. Customer is usually in a hurry to get to his place of business.	

Outline of the Material to be Taught	Suggestions for Teaching Material
c. Customer is often quite hungry, and that first cup of coffee is a pleasant sight.	
2. Lunch.	
a. Order-taking differs in specific types of restaurants.	
b. Quick-serve or short-order: Fast service is part of the sales factor.	Type of customer that eats here is in a hurry, has a short lunch hour.
c. Table service restaurant: Selection from the menu at the guest's leisure is practiced.	Emphasis is on the preparation and service---and not the fast turnover. This is in a dining room where lunch is a rest from the day's schedule of events.
3. Dinner.	
Guest's leisure is practiced by most table service restaurants.	If the guest is in a hurry, he normally informs the hostess or waitress. Guest's leisure---does not infer slow, poor service, but service which allows the guest to have enough time to fully enjoy each course. At no time should the guest ever wait for the sales hostess because she is giving him poor service.
C. How Does The Guest Tell You He's Ready To Order?	Ask this question; list answers on the board.
1. Stops reading the menu.	
2. Lays the menu on the table.	
3. Resumes talking with others at the table.	
4. Looks in the direction of the sales hostess.	
5. Facial expression.	

Outline of the Material to be Taught	Suggestions for Teaching Material
SEQUENCE OF SERVICE	
A. How To Take The Order.	
1. Have your order book and pen ready and approach for the order when the guest looks ready for selection.	
2. Approach the table from the left side of the guest you will be speaking with first. Stand close enough to hear him easily and answer his questions.	
3. At a table with two or more men, either man can give you his order first.	
4. If there is an appointed host in the group, go to him first. Receive any instructions he may have concerning particular arrangements for his party. A host will generally make himself known to you.	
5. In a party of men and women with no particular host, ask a lady for her order before the man.	It's perfectly all right to ask the table if they would like separate checks.
6. SMILE and say, "May I take your order?" The guest will then say something about his selection.	If he does not give a complete order, suggest particular items which will help in the selection.
7. Repeat the order after the guest.	
B. The Guest Check.	
1. The guest check must be legibly written.	INSERT #40. Use as a handout. The Pencil Is Mightier Than The Sword.
2. Don't erase---only cross out.	
3. Use commonly understood abbreviations.	
4. Code the check.	So, you ask, What if I can't remember which of the eight people at the table had the liver and onions,

Outline of the Material to be Taught	Suggestions for Teaching Material
	which had the perch, which had the steak, etc.?"
a. Select one chair at each of your tables as Chair No. 1. b. Then, counting clockwise, give each chair a number. c. Mark each selection on the guest check and beside it mark the number of the chair. d. Upon returning to the table with the order you can look back to your coded check to determine who gets what.	Code your check. Which chair should be No. 1? Any chair. It is suggested, however, that you select a point in the room (picture, doorway, wall) and number the chair with its back to the selected point as Chair No. 1. INSERT #41. Use as a handout. How To Take The Order And Write The Check.
C. Remember These Essentials.	INSERT #42. Use as a handout. Breakfast Service.
1. Serve hot foods hot---on heated dishes when possible.	INSERT #43. Use as a handout. Typical Lunch.
2. Serve cold foods cold---on cold dishes when possible.	INSERT #44. Use as a handout. Order Of Service For Dinner.
3. Refill water glasses whenever necessary.	INSERT #45. Use as a handout. The Sequences Of Service.
4. Refill coffee on request or according to management policy.	Have general discussion of handouts.
5. Serve extra butter when needed, first asking the guest if he would like more (subject to management discretion).	
6. Place the silver necessary for a course just prior to serving the course. a. Soup spoon should be placed to the right of the teaspoon. b. Cocktail fork should be placed to the right of the soup spoon.	
7. Offer any extra items that management includes with the dinner---for example, crackers, melba toast, relishes, etc.	
8. Place iced teaspoons for iced	

Outline of the Material to be Taught	Suggestions for Teaching Material
drinks; parfait spoons for parfaits; soda straws and spoons with sodas, thick malts, and shakes.	
9. The table should be crumbed, using a small plate and a clean folded napkin or a crumber.	
10. The empty milk or beverage glasses are removed after the main course from the right side.	
11. Replace soiled ash trays with clean ones as often as necessary throughout the meal.	INSERT #46. Use as a handout. 10 Cardinal Rules Of Good Service. Summarize.
SELLING THE GUEST	
A. Techniques Of Suggestive Selling For More Profitable Sales.	Example: A guest has just finished his meal and is waiting for his coffee. WAITRESS: "Sir, here's your coffee. Would you care for some dessert?" GUEST: "No, I don't think I want any." Waitress then totals his check and lays it on the table. Ask: How could you handle this situation better? Example: Waitress sets down the coffee. WAITRESS: "Would you care for fresh apple pie or the butterscotch meringue with your cup of coffee?" GUEST: "My, that sounds very good, but I'm really too full." WAITRESS: "Then I've got just the thing---chilled, fresh melon." Ask: Which is really selling?
1. Be positive. Phrase your	

Outline of the Material to be Taught	Suggestions for Teaching Material
sentence so that it sounds like you've already sold the guest on the idea and that you only need to get the particulars.	Example: Waitress approaches a table of four for the order. WAITRESS: "Our bartender's Manhattans are fantastic. I'll bring you four, unless you want the martini?" Example: Breakfast waitress approaches the table with a cup of coffee. WAITRESS: "Good morning, here's some coffee. May I take your order?" GUEST: "I'll have two scrambled eggs, bacon and toast." WAITRESS: "The pink grapefruit is juicy and fresh. Would you like it while you wait for your eggs?" Example: A guest has ordered an a la carte Julienne salad, rolls, and coffee. WAITRESS: "On a chilly day like today you ought to have a bowl of our homemade beef barley soup first."
2. Offer two choices. It is usually harder for the guest to say no when options are offered.	Example: A table of four has ordered their meal. WAITRESS: "A bottle of Beaujolais or Burgundy would compliment those steaks and prime rib you've ordered quite well. Which one would you prefer?" Example: A guest orders a strip steak. WAITRESS: "Would you care for the sauteed mushrooms or our special bleu cheese topping with your steak?"
3. Be descriptive.	Ask: Which would entice you to order a side dish of vegetables? 1. "Would you care for our mixed vegetables?" OR 2. "Let me bring you our bouquet of

Outline of the Material to be Taught	Suggestions for Teaching Material
	tender vegetables in butter sauce."
	Example: The guest at a teenagers' hangout has ordered french fries and a hamburger and wants something to drink. WAITRESS: "The creamy, thick chocolate and vanilla shakes are fantastic, or how about a jumbo cherry or lemon coke?"
4. Use mouthwatering phrases.	Example: A heavy lady says she's on a diet but very hungry. WAITRESS: "The chef's supreme vegetable salad is quite large and filling...might I also suggest a bowl of our tomato claret with rye krisp as an appetizer?"
5. Draw him a verbal picture. a. Fresh from our oven... b. Like grandma used to make... c. I've just served a piece of ________ at another table and it looked delicious. d. Taste-tempting delight. e. Cool, refreshing. f. Mouthwatering piece of... g. Succulent piece of... h. Drenched in... i. Delightful. j. Exotic. k. This has always been one of our most popular dishes. l. Lots of people have ordered it and loved it. m. Regular guests order it and say it's one of the best things that the chef does.	Ask the group for descriptive adjectives or words they could use in suggesting items. List and discuss. Impress: Selling more food can make your tip skyrocket. A party of two orders an entree at $3.00 each. Their bill is then $6.00 and your tip is 15% or 90¢. But if they both take your suggestion of onion soup at 50¢ each and pecan pie and coffee at $1.00 each, their bill is $9.00 and your tip will probably be $1.35. INSERT #47. Use as a handout. Cinda Service Reminds You.
6. Be reasonably honest.	
7. Merchandising salesmanship vs. pushmanship. a. Do: enhance his meal so as to further his satisfaction of the restaurant.	Suggestive selling is the process whereby you, the sales hostess, invite your guest to add to an already satisfactory meal something which will increase his dining pleasure.

Outline of the Material to be Taught	Suggestions for Teaching Material
b. Don't: oversell or stuff him so that he goes away unhappy. c. Most of the time we are helping him make up his mind, helping him make a choice. d. His hunger needs defining!	The main object is not to push off on the customer something which he won't enjoy...because then he won't come back. We want the most satisfied guest leaving the restaurant, not an over-stuffed, suffering, miserable creature running for the bicarbonate of soda.
B. Helping The Confused Or Undecided Guest. 1. It pays to suggest two meat items if your customer is undecided. a. If your manager has a high profit item that he wishes suggested, he may ask you to suggest this item to your confused or undecided guest. b. Other items he may ask you to suggest are: (1) A new item. (2) A speciality item. (3) Your favorite item.	If your guest hasn't ordered by the count of seven, you have what I will call the "confused guest". Many restaurants have menus that are long and complicated for the guest to be able to choose one selection quickly. He may not be confused...he may be only undecided. Sometimes there are so many items on the menu that he likes that he just can't decide which of them he would like. Often **if a sales** hostess suggests one of them his mind is clearer and he can decide on a selection.
(4) The first item on the menu.	Since the guest has probably read at least the first few selections, if you suggest the first one he will remember it, and thus being familiar with it---possibly order it. It's psychological. If he orders an item other than the one you suggest, don't take it as a failure. Your only reason for suggesting is to aid the guest in making up his mind and this you did.
2. Carry him through the rest of the order, offering at least two choices of potato, salad, and beverage.	
3. Don't forget to suggest an appetizer---the guest almost always forgets to order one.	Your tip is based on a percentage of the total check. If you sell a $1.25 shrimp cocktail, the tip for it would be near 25¢. Is it worth a quarter to ask a simple question?
4. Read his order back to him after he gives each item.	Example: GUEST: "I'll have the prime rib."

Outline of the Material to be Taught	Suggestions for Teaching Material
	WAITRESS: "Prime rib...what degree of doneness do you prefer?" GUEST: "Medium rare---and I'll have the baked potato and green beans, tossed salad with French dressing, and coffee." WAITRESS: "Baked potato, green beans, tossed salad, French dressing, and coffee. Would you care for your coffee now or with your meal?" GUEST: "Now, please." WAITRESS: "Thank you for your order, sir. I'll get your coffee right away."
	Example: The customer gives only the meat order and then hands the waitress the menu. GUEST: "I'll have the prime rib, please." WAITRESS: "Would you care for a baked potato or mashed potato, sir?" GUEST: "Baked, please, with sour cream." WAITRESS: "For a vegetable I can suggest green beans or succotash." GUEST: "I'll have green beans."
C. What Will The Customers Ask You To Suggest?	When asked a question, don't be embarrassed. Find out if you don't know.
1. The specialty of the house.	Know the answers...and be ready for them --- It Pays!
2. The children's dishes.	
3. Low calorie items.	
4. Low cholesterol items.	
5. Low budget items.	
6. Glamorous, exotic, different dishes.	

Outline of the Material to be Taught	Suggestions for Teaching Material
HANDLING COMPLAINTS	Know your restaurant's policies for handling complaints, and what authority you have in handling them.
A. Approach the complaining customer in a friendly spirit, and never allow him to be put on the defensive.	
B. Listen attentively to the complaint and try to get the entire story.	
C. Re-state the gist of the complaint in your own words for understanding.	
D. Express sincere regret for the occurrence.	
E. Offer to exchange or substitute food which is unsatisfactory if you have the authority to do so.	
F. Cite the restaurant's policy when relative.	
G. If the food service is at fault, apologize and promise that you'll make an effort to prevent the reoccurrance of a similar situation.	
H. When you have to refuse a request, explain the reason clearly and tactfully.	
I. When the customer makes a return visit, try to see that his service is faultless and that he has no further cause for complaint. Refer difficult and unreasonable complaints to the manager for settlement. And report all serious complaints and those involving business policies and regulations to management.	
PRESENTING THE CHECK	
A. To Whom?	
1. To the host, or the respective guests who might have indicated earlier that they were to receive	

Outline of the Material to be Taught	Suggestions for Teaching Material

the check.

2. In a group where the host is not known, place the check in the center of the table.

B. Things To Remember.

1. Never lay your pad on the table to write or total your checks. Always total and tear your check or checks from the pad away from the table.

2. Carry your checks in the right hand and turned toward your body down at your side.

3. When you arrive at the table, keep the check close to the table top. Don't wave it in the air.

4. Where check trays are used for payment at the table, the preceding rules are followed.
   a. As soon as the customer places money on the tray, the tray will be removed from from the table.
   b. The denomination of the currency he gives you will be called back to the guest in this manner: "Out of $20, sir." Don't call back the amount of the check.
   c. When you return to the table with change on your tray, place the tray down to the right of your guest and thank him again.

5. Never make a guest wait for his check or chase after you in the dining room for you to get it figured.

C. You must enthusiastically, dynamically and in a friendly manner:

Outline of the Material to be Taught	Suggestions for Teaching Material
1. Thank your guest for coming in.	
2. Tell him it was a pleasure serving him.	
3. Invite him back to eat with you.	
4. SMILE and leave the table.	
CHILDREN SERVICE	
A. Drawbacks.	Remember that the children you serve today are going to be your adult customers of tomorrow.
1. Litter on the floor.	
2. Soiled linen.	
3. More work for you.	
B. Means for Controlling Children.	Prior planning for control provides for the safety and consideration of other guests.
1. High chairs---proper means of safely holding the child.	
2. Booster chairs.	
3. Crackers or beverages to children who seem "fussy" as quickly as possible after the party has been seated.	
4. Memo at the top of the menu insert: "All children must be kept in their seats at all times."	
5. Coloring books and crayons when occasion warrants---ask permission of parents.	
6. Waitress should not pick up the child, carry him, or give anything to him without the parents' permission. Don't overdo the flattery.	INSERT #48. Use as an overhead. Children.
C. The Positive Aspects Of Children In The Restaurant.	

Outline of the Material to be Taught	Suggestions for Teaching Material
1. Parents come back where the kids like it---they feel comfortable.	
2. They sell good will by telling friends, neighbors, and grandparents about the friendly atmosphere.	Which sometimes is as important as good food.
3. Many times the children make the decision as to where they want to eat.	
	Now that you have served the family and made the kids happy and the rest of the party proud, pick up your nice tip, tidy up the table, get the worst of the mess off the floor, and get ready for the next family. If you are lucky, they won't be harder to serve than the ones who just thanked you and said goodbye.
RESTAURANT WEAKNESSES	
A. Adding The Guest Check.	INSERT #49. Use as an overhead.
B. Poorly Written Figures.	
C. The Food Leaves The Kitchen.	
D. Do Your Guests Guess?	
E. Waiting For The Guest Check.	INSERT #50. Use as an overhead.
F. The "Line Up" To Pay.	
G. Mistakes In Addition.	
H. Forgot To Pay Check.	
I. Poor Service.	INSERT #51. Use as an overhead.
J. Is Extra Coffee Free?	
K. Forgotten Item.	
L. Short Again!	
	INSERT #52. Use as a handout. Waitress Examination.

Outline of the Material to be Taught	Suggestions for Teaching Material
	This can be used to test or evaluate, or to reinforce what was taught in the course. Give the exam and then go over it as a group. Read poem below to the group.

SUCCESS ANONYMOUS

If you think that you are beaten, then you are.
If you think that you dare not, then you don't.
If you like to win, but think you can't,
It's almost a cinch that you won't.

If you think you'll lose, you've already lost.
For out in the world we find
That success begins wich a fellow's will---
It's all in the state of his mind.

If you think you're outclassed, then you are.
You must think success if you're going to rise.
You've got to be really sure of yourself
Before you can ever win a prize.

Remember this: life's battles don't always go
To the stronger or to the faster man.
But sooner or later, the man who wins
Is the one who really thinks and shows that he can.

THE PENCIL IS MIGHTIER THAN THE SWORD

- USE PRECISE PENMANSHIP
- GIVE CONSTANT CARE
  - ARE YOU WRITING IN THE PROPER SPACE?
  - ARE YOUR NUMBERS LEGIBLE?
  - IS YOUR ARITHMETIC CORRECT?
- APPLY PROPER PRESSURE
  - ARE ALL CARBONS READABLE TO THE LAST PAGE?

HOW TO TAKE THE ORDER AND WRITE THE CHECK

After giving the guest an opportunity to look over the menu, the waitress should do the following (in many restaurants the management will give instructions as to how to approach the guest, take the order, and write the check):

- Approach the table to the left of the guest.
- Make appropriate remarks: "May I take your order?" -- "Are you ready to order?" -- "Would you like to order?"
- Stand erect, never leaning over with the guest check pad on the table.
- Write legibly so the cook can read the order easily.
- Use accepted abbreviations known by the kitchen staff.
- Get all necessary information from the guest to serve food as he wishes it (for example: toast--buttered or plain; steaks--rare, medium rare, medium, well done).
- Charge correct prices.
- Add check correctly. Don't forget to add tax.
- Fill in the top of the check accurately.
- Account for all checks issued to you.

As to the actual method of taking the order, the most common is to select a starting point and proceed around the table clockwise. If a guest is not ready to order when it comes his or her turn, skip a check by turning it back, and then when he or she is ready to order turn the skipped check back down. Write the order so your checks remain in numerical order around the table as you have taken them. If in the kitchen the checks have gotten disordered, all the waitress need do is to restore guest checks into numerical order with the smallest number being the check (and food) belonging to the guest who's order was taken first.

Consult management on taking ladies' orders first or taking orders clockwise.

Always read the order back to the guest to assure each of you the order is written correctly.

The dessert order is taken after the table is cleared of the main course (water glass and coffee cup remaining). The same procedure is followed, but it is better for the waitress to politely tell the guests what desserts are offered than to return the menus for their selections.

BREAKFAST SERVICE

1. Place a glass of ice water above the tip of the knife.

2. When a fresh fruit or fruit juice is ordered, you'll serve it first and then remove the soiled dishes before placing the toast and coffee.

3. Sometimes customers will order a combination of fruit, toast, and coffee and will ask that you bring the whole order at once. In the event that this happens:

   A. Place fruit on an underliner in the center of the cover.
   B. Place the plate of toast at the left of the fork.
   C. Place the coffee at the right of the teaspoon.

4. If your guest's order includes a cereal and a hot dish, you'll serve it this way:

   A. Place the fruit course in the center of the cover.
   B. Remove the fruit service.
   C. Place the cereal bowl set on an underliner in the center of the cover. (Have individual boxes of cereal cut part way through the side near the top so the guest may open it easily.)
   D. Remove the cereal service.
   E. Place the breakfast plate of eggs, meat, or other hot food in the center of the cover. Place the plate of toast at the left of the fork. Place the coffee service at the right of the spoon.
   F. Remove the breakfast plate and the bread plate.
   G. Place a wet nap above and slightly to the right of the fork.
   H. Place the sales check face down at the right of the cover presented on a clean change tray.

INSERT #43

TYPICAL LUNCH SERVICE

1. Place a glass filled with ice water above the tip of the knife.
2. Place chilled butter on a chilled bread-and-butter plate.
3. Place the appetizer in the center of the cover.
4. Remove the appetizer when the guest is finished.
5. Place the entree plate in the center of the cover.
6. Place individual vegetable dishes, if used, above the cover.
7. If salad is served with the main course, place it to the left of the fork about two inches from the edge of the cloth.
8. Place tray or basket of bread and rolls above the salad plate.
9. Place the hot beverage to the right of the spoon in the position noted under Table Settings; place individual creamer to the right and slightly toward the bottom of the cover.
10. Place an iced beverage or milk at the right and a little below the water glass.
11. Remove the main course dishes.
12. Remove any extra silver not used in the main course.
13. Crumb the table.
14. Place the utensils that will be used for dessert on the table to the right of the cover.
15. Place dessert service in the center of the cover.
16. Refill hot beverages.
17. Remove dessert dishes and silver.
18. Place a wet nap above and slightly to the right of the tip of the fork.
19. Present the check face down.

INSERT #44

ORDER OF SERVICE FOR DINNER

1. Place a glass filled with ice water above the tip of the knife.

2. Place the appetizer in the center of the cover.

3. Remove the first course dishes.

4. Place the soup service in the center of the cover.

5. Remove the soup service.

6. When entree is served on a platter, you'll place it directly above the cover and lay the serving silverware at the right of the plate. Place the warm dinner plate in the center of the cover.

7. Usually you'll place a plate of food in the center of the cover---the main course.

8. If the salad is served with the main course, place it to the left of the forks.

9. Place hot beverage to the right of the teaspoon.

10. Place rolls to the left of the salad plate.

11. When the salad is served as a separate course preceding the main course, place the salad fork to the left and the salad plate in the center of the cover.

12. Remove main course dishes when the guest is finished.

13. Crumb the table if necessary.

14. Place the needed silverware for dessert.

15. Place the dessert service in the center of the cover.

16. Refill coffee cups.

17. Place a wet nap above the forks and slightly to the right of the forks.

THE SEQUENCES OF SERVICE

I. The Menu

A. Know what is on the menu and how to pronounce it.

B. Know the proper amount of food for each menu item.

C. Be able to recognize all food items.

D. Know what side dishes accompany each entree.

E. Have a short menu meeting to discuss changes and substitutions for run-outs.

II. Stations And Service Areas

A. Know your work area and its responsibility.

B. Be sure all service items are stocked and organized.

C. Know where all items are stored in case of run-outs.

III. The Mechanics Of Service.

A. Greet the guests.

1. Water.
2. Menu.
3. Pre-dinner cocktails or wine suggestions.

B. Take the order.

1. Use proper method of writing and coding of checks.
2. Suggestive selling increases sales.
    a. Mouth watering phrases.
    b. Merchandising of house specialities.
    c. Write the order clearly to prevent foul-ups.

C. Serving the guests -- general rules.

1. Place and remove all food from the left of the guest.
2. Place and remove all beverages, including water, from the right of the guest.
3. Use left hand on the customer's left and the right hand on the customer's right.
4. Never reach in front of the guest.
5. Do not lift any beverage containers from the table to refill.

THE SEQUENCES OF SERVICE --- continued

D. Serving the guest -- actual procedures.

1. Serve the appetizer on its underliner.
2. Remove first course dishes.
3. Place soup service (optional).
4. Remove second cover.
5. Serve salad now if it is not part of the entree and place in the the center. If it is part of the entree, place to the left of the fork.
6. Remove salad plate if it is not part of entree.
7. Serve rolls at this time or during entree service.
8. Serve entree and side dishes.
9. Pour beverages.
10. Remove entree and side dishes and crumb the table.
11. Place silverware for dessert.
12. Place dessert.
13. Refill hot beverages or sell cold beverages.
14. Remove dessert dishes.
15. Present check.

E. Clear the table and reset it for the next service.

1. Give courtesy to the departing guests.
2. Load tray so that it is balanced.

INSERT #46

"10" CARDINAL RULES OF GOOD SERVICE

1. RECOGNITION - As soon as the customer is seated, go to him and say, "I'll be with you in a moment, sir."

2. WATER AND MENU - Always take them together, within 30 seconds from the time he is seated.

3. TAKE THE ORDER - Write legibly and lead him through the seven basic items, using abbreviations.

    A. Meat
    B. Potatoes
    C. Vegetables
    D. Salad
    E. Beverage
    F. Appetizer
    G. Dessert

    PRICE
    YOUR
    GUEST CHECK
    AS YOU
    TAKE
    THE
    ORDER

4. SETTING THE TABLE - Best to have it set when the customer sits down. Deliver the salad and coffee if they want it NOW.

5. DELIVER THE ORDER TO THE KITCHEN - IMMEDIATELY.

6. PICK UP THE ORDER AND DELIVER IT - Don't let it set and get cold. Serve the rolls now. Serve coffee if not delivered earlier.

7. SUGGEST DESSERT - Give the customer a choice. Suggest at least two items.

8. TOTAL CHECK AND PRESENT FACE DOWN - Never let the customer stand at the cashier's stand and ask for his check.

9. REFILL WATER AND COFFEE WHENEVER NEEDED - The customer should never have to ask for anything.

10. "THANK YOU, SIR. COME BACK AND SEE US AGAIN."

IMPORTANT!!!

It is the customer who is the boss!

He pays everybody's salary here

and we want him to know that we HONESTLY appreciate his business

and are SINCERELY happy that he chose to dine with us.

CINDA SERVICE REMINDS YOU....

Suggestive Selling: Salesmanship---not
Pushmanship!

__WHAT IS IT?__ It's the way you invite your guest to ADD to an already satisfactory meal something which will INCREASE his dining pleasure.

__WHY DO IT?__ Your tip is determined by the AMOUNT of your SALES. The more you SELL, the more MONEY you MAKE.

HOW TO DO IT?

DON'T say, "Would you care for dessert?" "Dessert" is a vague, uncertain picture of a high-calorie, high-starch, BLOB.

DO draw him a VERBAL PICTURE. Phrases you can use are:

"Fresh from our oven" - "Cool, refreshing" -

"Taste-tempting delight" - "I've just served a piece of ______ at another table and it looked DELICIOUS."

"Succulent piece of _______ drenched in _______ sauce."

USE YOUR OWN IMAGINATION FOR MORE "PICTURE WORDS" !!

DO offer a CHOICE.

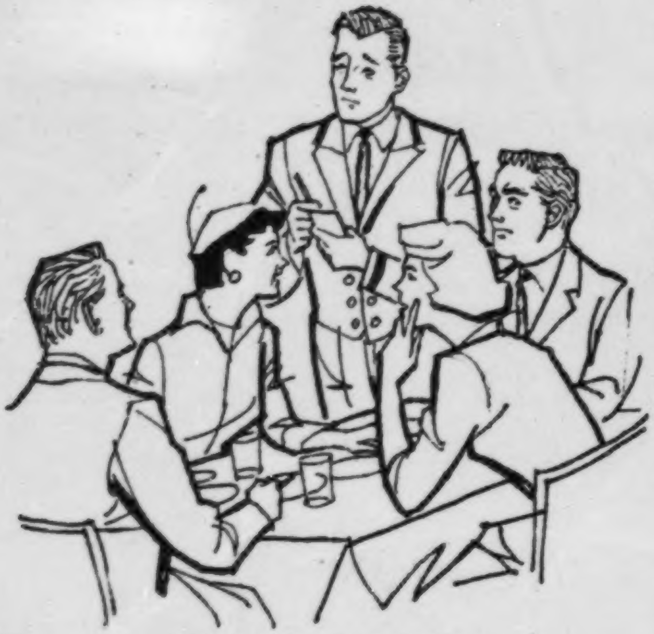
Lead him to choose between two or more items---not between one item and nothing. For example:

"Would you like tart apple pie
fresh from our oven or
some cool, refreshing mint sherbet?"

CHILDREN

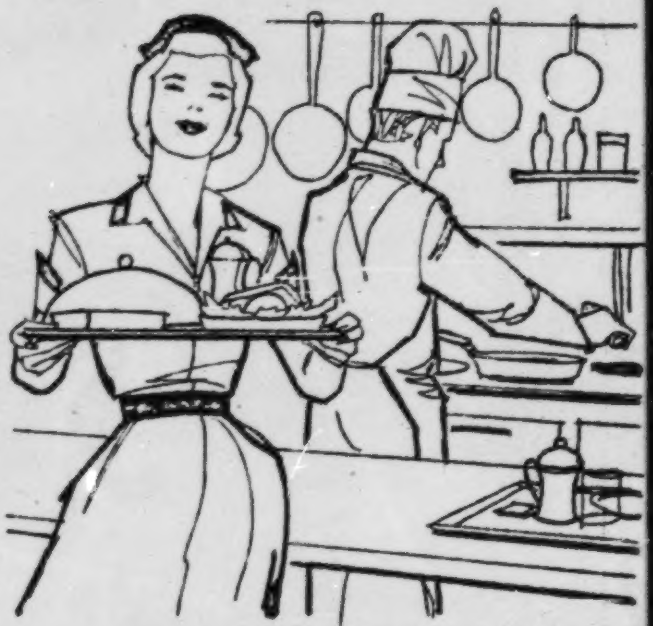
1. BIBS
2. HIGH-CHAIRS
3. JUNIOR-CHAIRS
4. TREATS
5. CRACKERS
6. NEVER TAKE ANY FOOD TO PARENTS WITHOUT TAKING SOMETHING FOR THE CHILDREN.
7. NO BEVERAGE 'TIL MOMMA SAYS SO!!
8. CHILDREN'S MENU!!
9. WET NAPS
10. IF CHILD IS HIGH-CHAIR SIZE —— PUT FOOD ON ONE PLATE.

INSERT #49



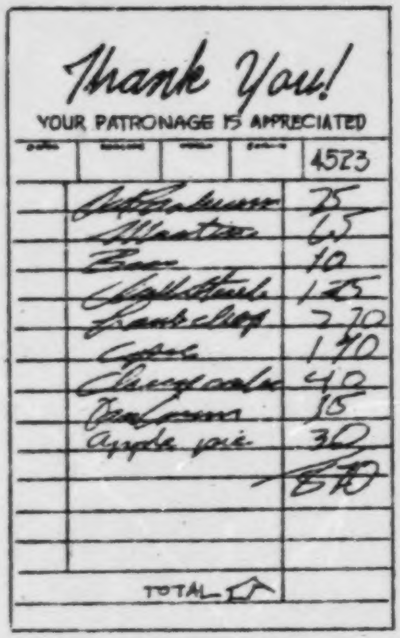
ADDING THE GUEST CHECK

How long will it take? How many times will he add it? Will he make erasures? Will it be correct? What impression does this make upon the patron?



THE FOOD LEAVES THE KITCHEN

There it goes---your merchandise. The food is served---a guest check is written ---for HOW MUCH? Did you charge for a steak or a hamburger?



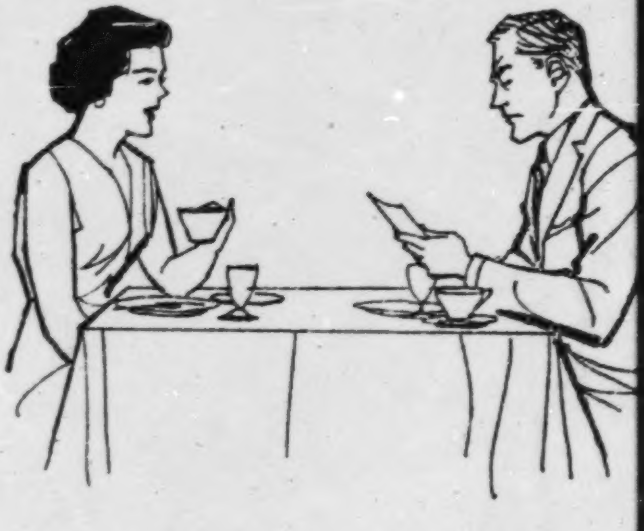
Thank You!

YOUR PATRONAGE IS APPRECIATED

	4523
[illegible]	75
[illegible]	65
[illegible]	10
[illegible]	125
[illegible]	270
[illegible]	140
[illegible]	40
[illegible]	15
Apple pie	30
	870
TOTAL	

POORLY WRITTEN FIGURES

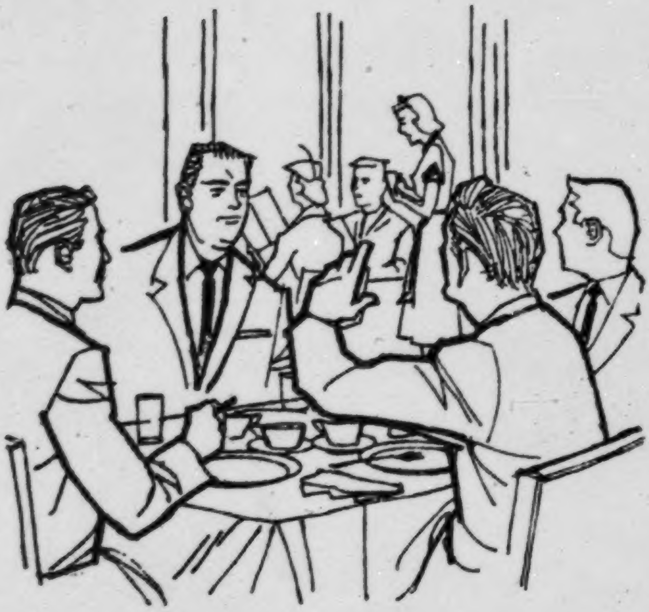
What are the items? What are the prices? Are the amounts easy to add? Are errors invited? Losses are ever present because of poorly written figures.



DO YOUR GUESTS GUESS?

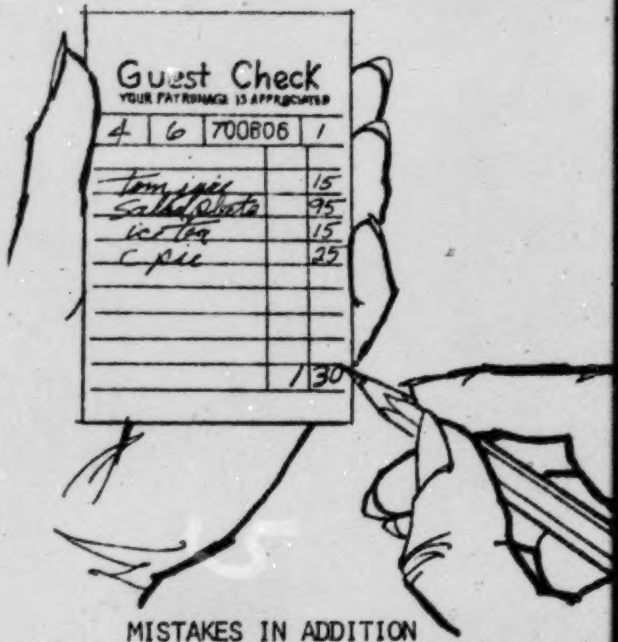
When guest checks are difficult to read---almost Impossible to add---what is the guest's reaction? Will he pay and be [illegible]ful? Will he return?

INSERT #50



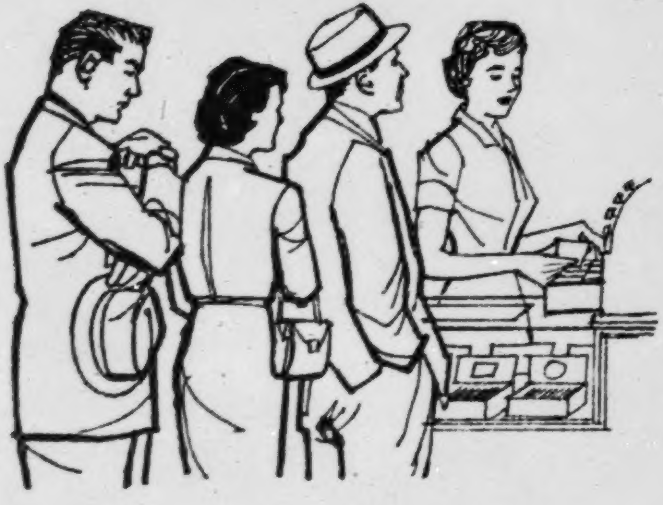
WAITING FOR THE GUEST CHECK

Ready to leave but NO CHECK. How long will they wait? How impatient will they get? Are other customers waiting to be seated? How long will they wait?


Guest Check
YOUR PATRONAGE IS APPRECIATED
4 6 700806 1
tom juice 15
Salad plate 95
ice tea 15
C pie 25
1 30

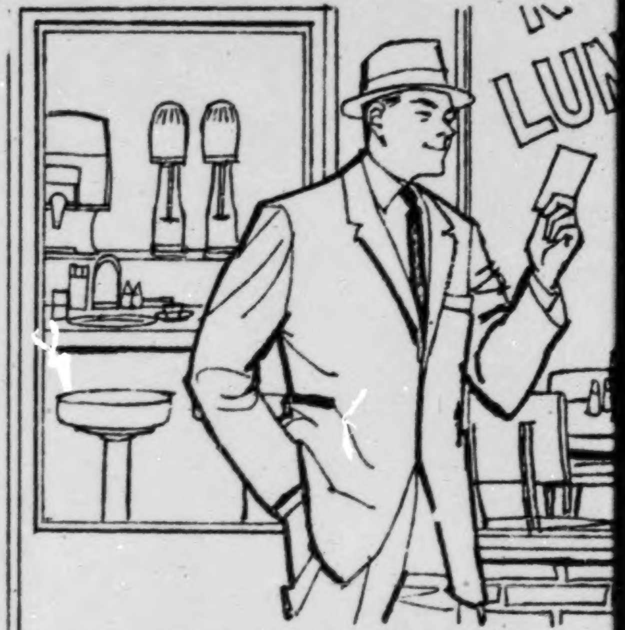
MISTAKES IN ADDITION

Is the total correct? Will the check be r added? When busy---one addition is usuall final. This mistake cost you 20¢---more than 10% of the total amount.



THE "LINE UP" TO PAY

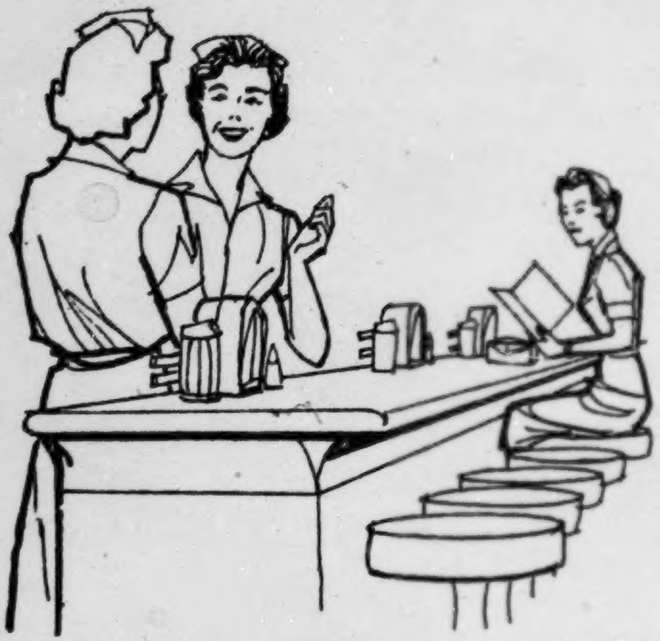
Not pleasant for customers---not profitable for you. Time is limited for some customers. Will they be "late" returning to work? They may never return to your establishment.



FORGOT TO PAY CHECK

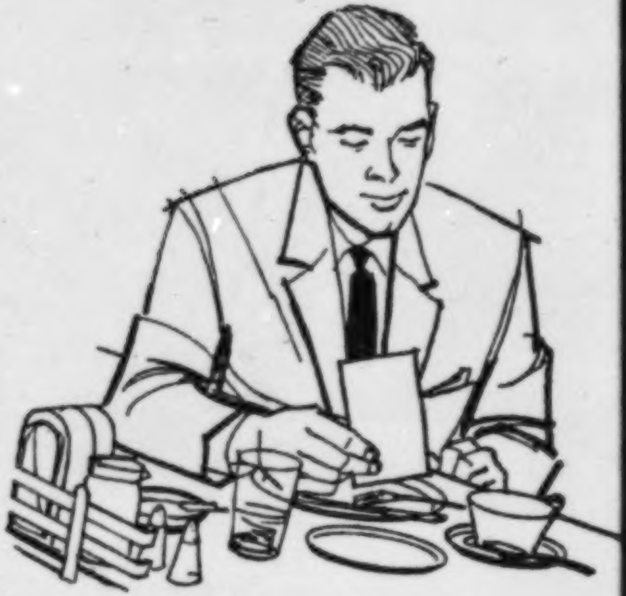
Maybe he will pay tomorrow if he remember Or, although unintentional, he may make a practice of it. How much are walkouts co[illegible] you?

INSERT #51



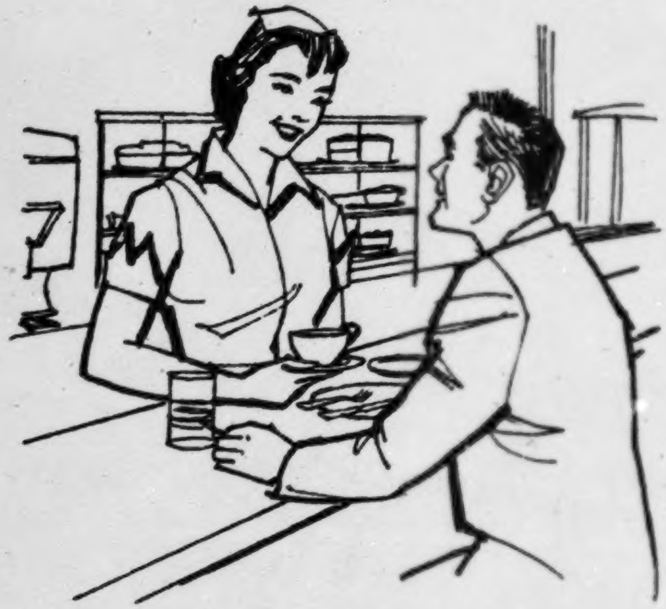
POOR SERVICE

How long will the patron wait for service? Will she get up and leave? How long will the waitresses chat? What are you doing to improve service?



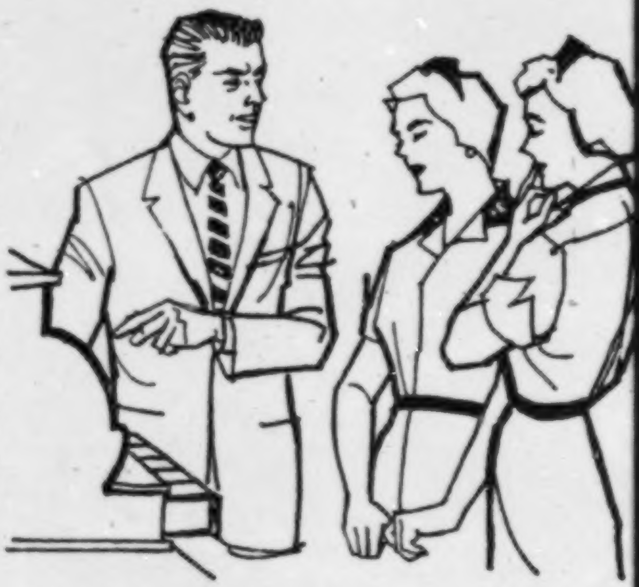
FORGOTTEN ITEM

No charge for orange juice. Was it intentional to influence a largen tip? Was it an oversight? Regardless---you lost on th sale.



IS EXTRA COFFEE FREE?

If so, the waitress is attentive. If not, she is generous with your merchandise. Maybe she serves dessert free! Bigger tips mean bigger "take home" pay for her---not you.



SHORT AGAIN!

Who's to blame? Was it a mistake in change Forgotten paid out record? Out of balance means out of control of your business.

WAITRESS EXAMINATION

Answer all questions TRUE or FALSE. If a question has any part that is false, consider the total question false. Circle your answers.

THE CUSTOMER

T F 1. All that customers are interested in is food.

T F 2. Adventure and prestige play a large part in customer satisfaction.

T F 3. To a customer, service means attention.

T F 4. Customers judge a place a great deal by the way you look.

T F 5. Customers don't pay attention to you when they judge a restaurant.

T F 6. Restaurants are just a convenience to customers.

T F 7. Customers should not have to ask for anything they want.

T F 8. Restaurant customers are said to have a grandstand seat in a restaurant.

T F 9. Customers are constantly looking at you.

PERSONALITY QUESTIONS

T F 1. Customers want individual attention, not hurried service.

T F 2. When an accident occurs, stay away---you will only embarrass the customer more.

T F 3. A customer looks on a glass of water as a sign that he and other customers have gotten individual service and attention.

T F 4. When talking to a customer, don't look at him---look at the table.

T F 5. It is important that you move your lips when speaking.

T F 6. On your face is written what a customer thinks you think of him.

T F 7. Stand with your heels together, with your arms crossed.

T F 8. Earrings can be worn---they look good.

T F 9. Hair nets or spray are not required.

T F 10. Lipstick should follow the natural outline of the lips and be worn in stage quantities.

T F 11. Deodorant and cologne should be worn daily.

T F 12. Foundation garments are not necessary on the sales floor.

T F 13. Full-length stockings are required.

T F 14. Checks are always torn from the pad and totaled at the table. This is so a customer knows he gets the right check.

T F 15. A customer likes a clean, neat check.

T F 16. A bath is required before reporting to work.

T F 17. Smoking is permitted in dining rooms or behind bars when it is done away from customers.

T F 18. Chewing gum should be used to insure a sweet breath.

T F 19. Personal conversation with friends is permitted.

T F 20. Never stand in groups and talk; the customer will think you are talking about him.

SERVICE QUESTIONS - TABLE SERVICE

(All questions in this section apply to a table for four.)

T F 1. All food at a table is served from the left and removed from the left with the left hand.

T F 2. All beverages are served with the right hand from the right side.

T F 3. When setting a table (customers present), set all silverware from the left side.

T F 4. When clearing the table, always remove everything from the right side.

T F 5. When serving, start with the guest on the host's left side and serve clockwise providing the guests are seated correctly.

T F 6. In order of service, COLD foods always come before HOT.

T F 7. Always bring the bread and butter service first to the table before any meal course.

T F 8. When serving the main course, place all dishes belonging to one guest down before serving the next guest.

T F 9. You must remove all side dishes as soon as the customer is finished with them.

T F 10. You should remove the main dinner plate only when all guests are finished, or when asked, or when the rule of "3 out of 4" applies.

T F 11. If only one fork is provided and a customer has used this to eat his salad, leave the salad bowl with fork on the table. Never ask him to pick it up and hold it.

T F 12. Always pour water by picking up the glass from the table.

T F 13. Appetizers are served in the center.

T F 14. Unfinished appetizers are removed anyway when the next course is brought to the table.

T F 15. Ash trays are to be emptied at the end of each course.

T F 16. Always ask the customer how his food tasted.

BOOTH SERVICE

(All questions in this section apply to a booth for 2 or 4.)

T F 1. Serve your customer by standing with your hip against the edge of the booth.

T F 2. Serve your right side of the booth customer by using the left hand.

T F 3. Serve your left side of the booth customer by using the right hand.

T F 4. To give correct booth service you must learn to switch arm-tray or dishes from arm to arm.

T F 5. At a booth for 2, serve the female guest first (male is the host).

T F 6. At a booth for 4, start with the outside guest on your left side.

T F 7. At a booth for 4, serve counter clockwise around the booth.

T F 8. At a booth for 4, you remove dishes in the same order as you served them.

T F 9. When a customer reaches for a dish, freeze and let the customer take the dish from your hand.

T F 10. Coffee cups and water glasses are removed from the table and refilled.

TABLE SETTING

T F 1. With a dessert dish you serve a fork.

T F 2. With a dessert plate you serve a fork.

T F 3. Never serve a dish with a spoon on the dish.

T F 4. Tables should be set before guests arrive.

INSERT #52-D

T F 5. Place mats are set with the edge of the place mat along the edge of the table.

SALES QUESTIONS - GREETING CUSTOMERS

T F 1. Always smile at a customer as you walk up.

T F 2. Say, "Hello, folks"---not "Good morning", it's too formal.

T F 3. Use the terms "Hello, girls", "boys", "fellows", etc.

T F 4. Use the terms "Sir", "Ma'am", or "Gentlemen".

T F 5. Give a personal greeting like, "How are you today?"

T F 6. Engage the customer in as long a conversation as possible.

T F 7. People like to be called by name.

T F 8. When requested, or if you know a person, use their first name.

T F 9. Place the water down from the left at a table.

T F 10. At a table for four, give them the menu from the left---open if possible.

ESSAY QUESTION

Explain why it is important for you to sell each customer as much as possible.

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